Let's Talk About Schools

A REPORT TO THE MINISTER OF EDUCATION AND THE PEOPLE OF BRITISH COLUMBIA

86-0098/

August, 1985

Dear Mr. Minister:

We take pleasure in presenting to you and to the people of British Columbia this report on the ***Let's Talk About Schools*** discussion. Our mandate, given us eight months ago, was as follows:

*To ensure that both the public and education professionals were afforded an opportunity to review and react to the **Let's Talk About Schools** discussion paper prepared by the Ministry's Advisory Committee in 1984;*

To oversee this discussion process throughout the Province and to support the activities of District Review Committees operating at the school district level;

To receive written briefs and responses to the discussion paper until March 15, 1985;

To supervise an analysis of these briefs and responses as well as a survey of public and professional views about schooling conducted by the Gallup organization; and, finally,

To submit to the Minister of Education and the people of British Columbia a written report detailing the views expressed.

The Committee was given independence in preparing an accurate report on public and professional opinions of Provincial schools. We have exercised this independence and have reflected both the positive and negative views we have found. We believe that such an accurate portrayal is essential for constructive action. We would also like to thank you for the resources and support you have made available for this study.

This has been both an arduous and rewarding experience for all of us, and we thank you for the opportunity to participate in this task.

THE PROVINCIAL SCHOOL REVIEW COMMITTEE

August, 1985

Dear Friends:

In December, 1984, I appointed a Provincial School Review Committee to undertake a study of public and professional perceptions about schooling in British Columbia. I asked this independent Committee to oversee a comprehensive discussion of schooling and to report their findings to me and to the people of British Columbia.

The Committee's work is now completed and found in the enclosed report. In keeping with their terms of reference, the Committee is making this report available to you, the public, on the same day that I receive it. I thank the Committee and those who worked with them for undertaking a long and difficult assignment, and for their service to the cause of Provincial schooling.

As well, I thank and congratulate the thousands of British Columbians who took time to participate in the ***Let's Talk About Schools*** process. Your contributions and the views you have expressed will assist in the framing of future policy initiatives.

Sincerely,

Jack Heinrich

THE HONOURABLE JACK HEINRICH,
MINISTER OF EDUCATION

1 Let's Talk About Schools **Summary & Highlights**

2 Let's Talk About Schools **Results & Method**

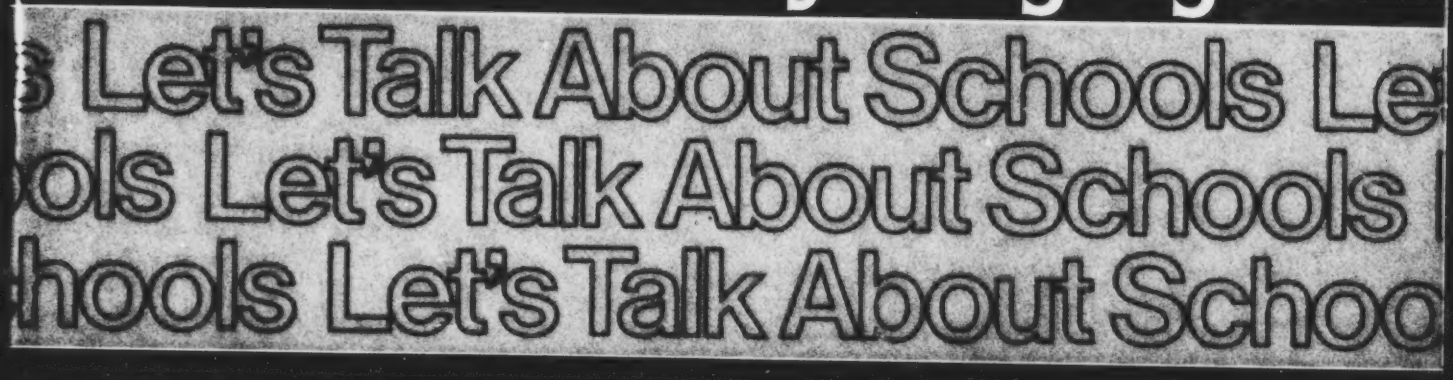
3 Let's Talk About Schools **Gallup Survey**

4 Let's Talk About Schools **Contributors**

5 **Let's Talk About Schools** A DISCUSSION PAPER ON BRITISH COLUMBIA SCHOOLS

Let's Talk About Schools

Summary & Highlights



This is the first in a set of five booklets which together comprise the full report on *Let's Talk About Schools.*

The five are:

1. ***Let's Talk About Schools: Summary and Highlights***
2. ***Let's Talk About Schools: Results and Method***
3. ***Let's Talk About Schools: Gallup Survey***
4. ***Let's Talk About Schools: Contributors***
5. ***Let's Talk About Schools: A Discussion Paper on British Columbia Schools*** *(Reprint)*

For the full report, write:

Let's Talk About Schools
Ministry of Education
Parliament Buildings
Victoria, B.C.
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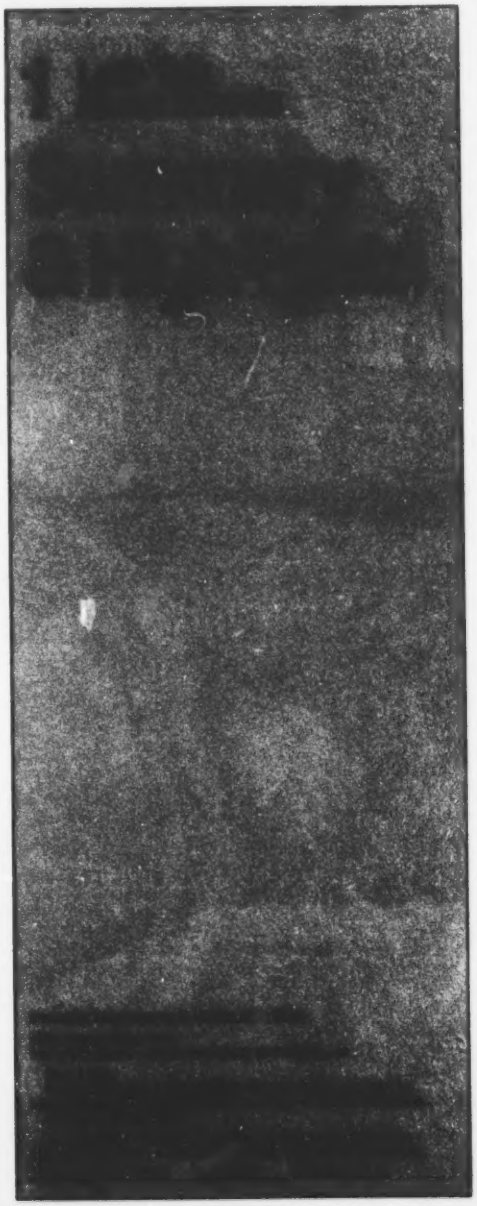

INTRODUCTION

This report to the Minister of Education and the people of British Columbia marks the final stage of a year-long process to examine how British Columbians view their schools and to consider the directions schooling might take in future years. This examination began in July, 1984 when the Minister of Education called together an Advisory Committee to prepare a background paper which would help stimulate public and professional discussion of some of the major issues and questions facing schools now and in the years ahead. The Advisory Committee's task was completed in December, 1984 when the ***Let's Talk About Schools*** discussion paper and response forms were unveiled in draft form to elected and appointed education officials, school professionals, education associations, and other groups and organizations interested in schooling.

Also in December, 1984, the second stage of this review began when the Minister of Education appointed a Provincial School Review Committee to oversee the collection and analysis of public and professional responses to the questions and issues posed in the ***Let's Talk About Schools*** discussion paper and related concerns about schooling in the Provincial community. The Committee was also charged with the responsibility of encouraging and organizing public meetings throughout British Columbia and of doing whatever it could to enable the people of this Province to express their feelings about schools.

From February 1 to mid-March, 1985, the period set aside for public and professional discussion of schooling, the Provin-

cial School Review Committee received more than 3,500 individual responses from parents and members of the public, nearly 1,000 response documents from educators, approximately 500 letters, over 300 group submissions, and 10 petitions. During this same period, more than 500 public meetings about schooling were held from Victoria in the south to Atlin and Lower Post in the north, from Sandspit and Ucluelet in the west to Sparwood and McBride in the east. More than 25,000 people took part in these discussions in one way or another. To facilitate the process, a telephone information line was staffed at the University of Victoria to assist those organizing meetings, as well as to help individuals or groups who had questions pertaining to the study.

From March to July, 1985, the final stage of the discussion process took place when the Provincial School Review Committee supervised a staff of five analysts and 20 coders who tabulated and analyzed the responses received by the Committee. The analysis of this large body of information and a description of the analytical procedures used constitutes the substance of the following report to the Minister of Education and the people of British Columbia.

In addition to the ***Let's Talk About Schools*** discussion, a survey of 800 members of the general public and a survey of 609 education professionals were conducted throughout British Columbia during April, 1985. These surveys were carried out by the Gallup organization and were designed to complement the ***Let's Talk About Schools*** discussion. The results from these two surveys also form an integral part of this report on schooling.

With the submission of this report, the work of the Provincial School Review Committee is completed. We would, therefore, like to thank the Minister of Education for initiating this study and for providing an opportunity for us to participate in what we feel to be a timely and important investigation of how British Columbians view their schools. Special thanks are likewise due to the thousands of people who attended meetings, wrote letters, or submitted responses to ***Let's Talk About Schools*** for the contribution they have made to schooling. The Committee was heartened in its work by the high level of community participation throughout this process, and also by the fact that British Columbians of all ages, ranging from school-age youngsters to senior citizens, expressed a deep interest in and commitment to what takes place in schools.

Finally, we would like to acknowledge the assistance provided to us by the Ministry of Education and by the professional staff who assisted the Committee in undertaking this study. Credit for the information contained in this report is clearly due to those individuals who organized meetings, answered enquiries on the telephone, and who read, sorted, and analyzed carefully every document received by us during the ***Let's Talk About Schools*** process. It is our hope that their work, and our own, will be seen not simply as the end of a process but as the beginning of a larger effort to enhance Provincial schooling and to foster better understandings among pupils, parents, and the educators who work in British Columbia schools. We sincerely hope that the public and professional opinions expressed in this report will be seriously considered in the months ahead when Provincial officials and other school leaders deliberate revisions to the **School Act** and begin to draft policy or position papers which may fix the course of Provincial schooling into the next century.

PROVINCIAL SCHOOL REVIEW COMMITTEE

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STRUCTURE OF REPORT

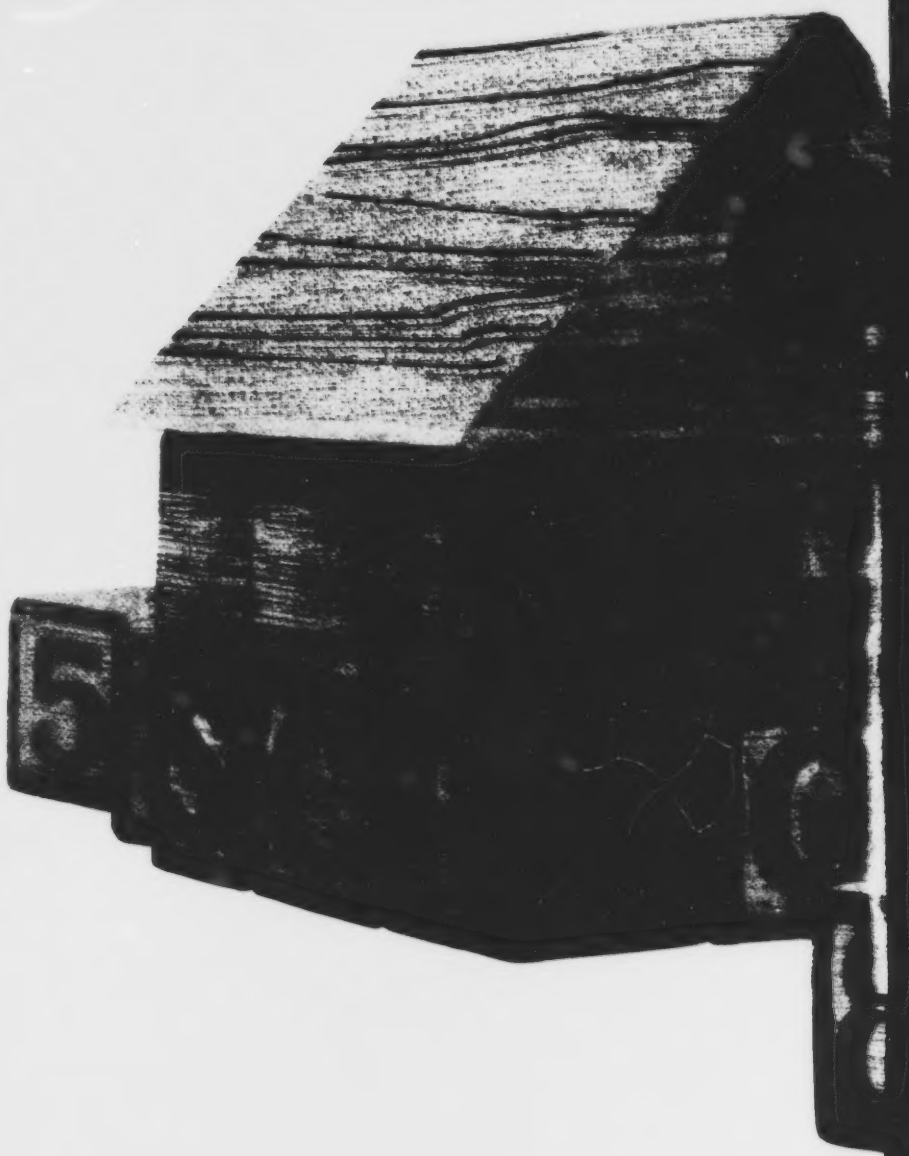
This report is divided into five booklets. ***Booklet 1*** contains the Provincial School Review Committee's summary of findings, organized in terms of several major themes. This booklet also contains highlights drawn from responses to the ***Let's Talk About Schools*** discussion paper and Gallup surveys of the public and education professionals.

Booklet 2 contains a complete set of results derived from an analysis of responses to the 41 questions asked in the discussion paper and an additional issue raised by respondents. It also contains a description of procedures used to collect, code, and analyze the responses received, and concludes with a summary of the views expressed in the petitions submitted.

Booklet 3 describes the methods employed in the Gallup surveys and the results obtained from these surveys.

Booklet 4 contains the names of local committee members in each school district, and a list of the ***Let's Talk About Schools*** public and school meetings held. In addition, a list of the group submissions is included together with the names of the professional staff who assisted the Committee in various aspects of their work.

Booklet 5, the final component of this report, is a reprint of the ***Let's Talk About Schools*** discussion paper which has been included to provide a context for the questions addressed in this report.



SUMMARY & MAJOR THEMES

In preparing this report on public and professional perceptions of schooling in British Columbia, the Provincial School Review Committee recognized the need to present an analysis of the data collected as completely and as objectively as we could. At the same time, we were aware that presenting page after page of descriptive statistical tables has certain obvious limitations. In particular, this reporting format may not satisfy readers who wish to see in perspective some of the major themes which may be found in the results of such a study. It is, of course, beyond the scope of a descriptive portrait to suggest relationships or trends that exist among responses to different questions and issues. Although numerical summaries of people's attitudes, opinions, and beliefs reflect views held on specific issues, they do not help us understand the larger contours of public and professional sentiment.

For this reason, the Committee has written this summary which attempts to weave together our findings in a way that we hope makes sense to the general reader, as well as to those more intimately involved in schooling. A summary of this nature is, by definition, interpretive in that we have sifted through the results and tried to distil from them several important themes describing how British Columbians look at their schools. In preparing this summary, we have attempted, wherever possible, to integrate results from the Gallup surveys with those of the ***Let's Talk About Schools*** process to help provide fuller illustrations of public and professional views.

We begin this summary by noting the remarkable consensus that exists in the way British Columbians view their schools. Results of the ***Let's Talk About Schools*** and Gallup surveys illustrate the broad agreement that exists between the public and educational professionals — and within these groups themselves — on many questions and issues to do with schooling. Put simply, greater similarities than differences existed in the way people responded to questions about what schools should do and the direction they should take.

Results of this examination of Provincial schooling also illustrate that respondents usually avoided extremes in positions they took on the issues before them. The questions posed in the ***Let's Talk About Schools*** discussion paper have been answered carefully, and the character of these responses has generally been temperate in nature. That is to say, public and professional responses have been focused around what may be described as a middle-of-the-road approach which seeks to improve school policies and practices in an incremental way. Respondents have not called for a dramatic or radical restructuring of the present system. Rather, they have called for a number of adjustments to increase the effectiveness of schools and to make them more responsive to the communities around them.

In general, the people who have participated in this discussion have emphasized the need for a more cooperative and collaborative approach to schooling. British Columbians clearly wish to strengthen school-community relations and to allow people to get closer to schools as institutions and to the professionals who work in them. Schools, and the young people who attend them, are acknowledged to be im-

portant Provincial assets—and parents and the public would, therefore, like to be represented in decisions made which shape the character and quality of schooling.

Respondents also acknowledged that many groups and individuals have a legitimate role to play in framing school policies and directions, and have pointed to the need for a greater amount of consultation and better communication throughout the entire system. There is, in addition, a feeling on the part of some respondents that the Provincial system could be enhanced by reducing the political fractiousness surrounding schooling that has sometimes divided British Columbians. More generally, there appears to be an attitude on the part of respondents that a consultative rather than a confrontational approach will bring about a more smoothly functioning Provincial system.

Turning now to other areas of consensus, we would like to underscore what is perhaps the most dominant theme that may be found in the ***Let's Talk About Schools*** discussion — the *theme of quality in schooling*. We might begin by saying that British Columbians agreed on what the goals of schooling should be. They placed greatest emphasis on intellectual development but they did not ignore the importance of goals to do with social, human, and vocational development. Responses to this study suggest that the public and professionals view the issue of quality in schooling as something that is closely related to intellectual development and to a school curriculum that is characterized by strong academic programs.

British Columbians, however, have expressed great concern about the schools. Both the public and educators are fearful that the quality of schooling today is not what it should be and a majority of them, in fact, believe that the quality of schooling has deteriorated over the last five years. British Columbians now feel that the quality of Provincial schooling is not equal to that of other provinces, and ranks even more poorly when compared to what is

seen to exist in British Columbia's private or independent schools. In general, the Gallup surveys point out, the public is more critical of school performance than are educators, and ranks the quality of schooling lower than do members of the education profession.

This is not to suggest, however, that educators are unconcerned with the issue of quality because their responses throughout the body of this report illustrate that this is not the case. Both public and professional responses to the ***Let's Talk About Schools*** paper and the Gallup surveys suggest many areas of general agreement with respect to the quality issue in schooling.

Indeed, the analysis of responses collected throughout the ***Let's Talk About Schools*** discussion suggests uneasiness with levels of school effectiveness and with the Provincial system's capacity to respond to the needs of British Columbians. In the latter respect, the public and educators advised that school performance could be enhanced if schools were better funded, if their programs or curricula were improved, if they provided greater individual attention to youngsters, and if the quality of teaching they offered was strengthened. Certainly, the results contained in this report reveal in many ways the great extent to which the issue of quality has occupied the attention of those who made submissions to the Provincial School Review Committee.

Taken as a whole, these results also reflect the sentiment that children are, indeed, an important Provincial asset and that the provision of high-quality schooling for the young should be a Provincial priority. This view was stated, often in eloquent ways, by the public, parents, and school professionals, as was the belief that British Columbia's future well-being is bound up in the quality of its schools.

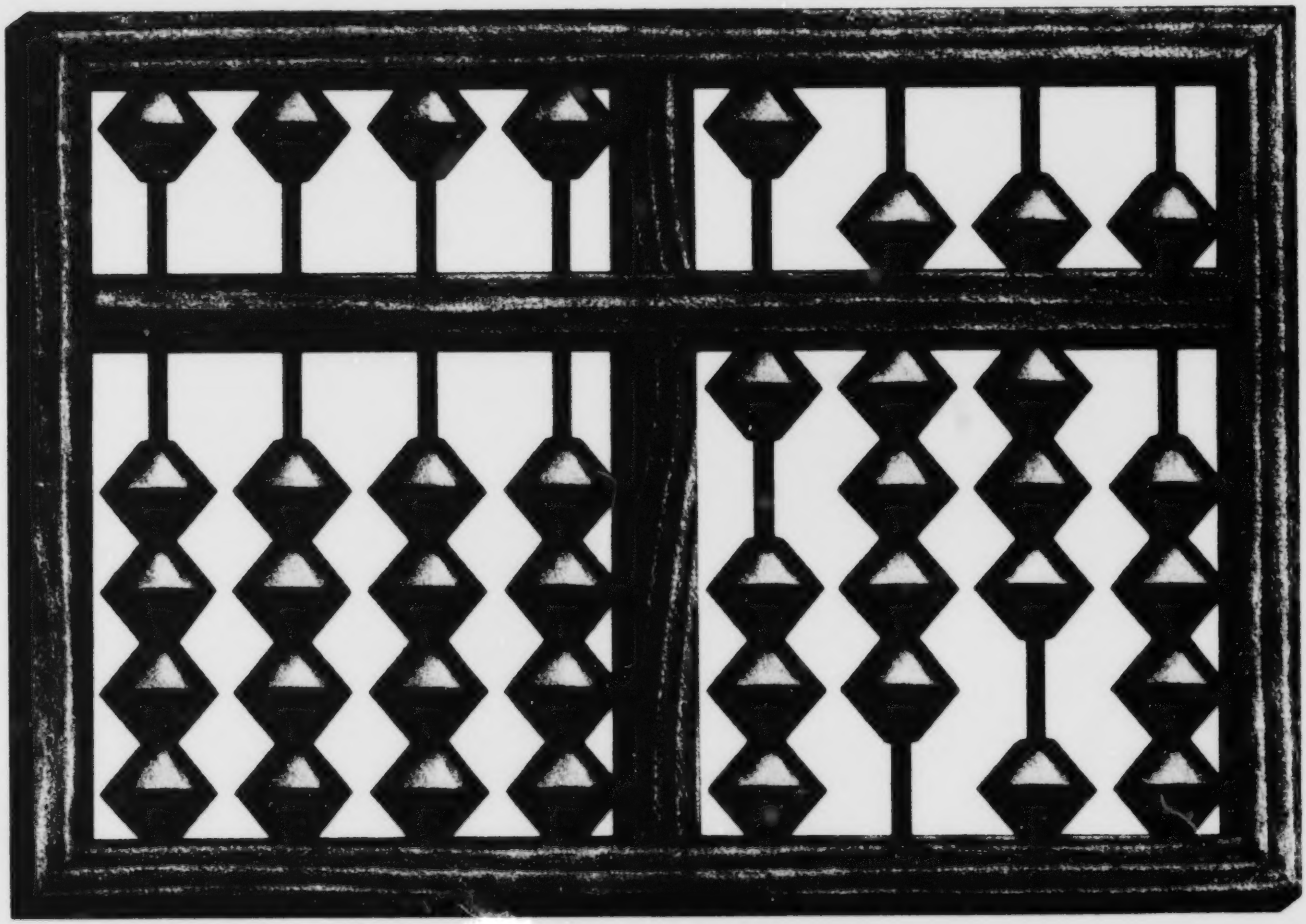
The theme of quality, which speaks most directly to the substance of schooling, was intertwined in several ways with other themes related to the process of schooling. The issue of school funding, for

example, or what we describe as *the theme of support*, was seen by many respondents as an issue which has a major influence on the quality of school programs. Seventy percent of the public and more than 80% of other respondents to ***Let's Talk About Schools*** indicated that existing levels of school funding failed to meet current community expectations. Only 23% of the public who responded to this question, and 13% of the educators, considered that existing levels of support were "adequate" or "more than adequate" in light of present needs. Similarly, in the Gallup surveys, 60% of the public and 88% of educators expressed a view that schools required greater support in order to be effective. In the Gallup sample groups, no more that 2% of the public and 1% of educators believed that levels of school funding should be decreased, and only 31% of the public and 11% of school professionals were content with present levels of support. In short, there is a clear demand by a majority of British Columbians for an increase in public spending on schools.

Two other findings with respect to school funding are also noteworthy. First, responses to the question ***"Who should set levels of school board spending?"*** were somewhat mixed. The ***Let's Talk About Schools*** results show that approximately 60% of both the public and the educational professionals who responded favoured dividing responsibilities between the Provincial Government and individual school boards. And although 49% of the public and 63% of the educators in the Gallup survey initially held a similar view, when pressed to choose between the two, three-quarters of the professionals stated that school boards should exercise authority in this area, while the public was divided.

Second, concerning the issue of whether school boards should be allowed to raise taxes, an analysis of the ***Let's Talk About Schools*** data indicates some difference in views between the public and the educators who serve them. Fifty-six percent of the public opposed the idea of school boards having authority to raise taxes above those required to sustain basic levels of service determined by the Province, compared to 44% of the educational professionals. The Gallup surveys also point out that no basis for consensus exists between professionals and the public, or within these groups, concerning the issue of school board taxation. Similarly, there was a division in public sentiment regarding whether the public is willing to pay more taxes as a means of increasing school funding. Although a slight majority of the public (51%) expressed willingness to bear a heavier tax burden, 40% said they were unwilling and a further 9% were undecided or didn't know. Professionals, however, were generally in agreement on this question with 77% favouring higher taxes if they resulted in increased school budgets. Despite such a division, respondents were clearly concerned about current levels of school funding and called for increased public spending on schools.

Another theme which we found in the data was the *theme of participation*, or the call for greater community presence in the life of schools. For example, when asked the question ***"To what extent should parents and other community members be involved with schools?"*** more than 80% of those who responded to ***Let's Talk About Schools*** indicated they wished to be involved in schooling either "more than now," or "as much as possible." Eighty percent of the public and 75% of professionals also supported the idea of school councils comprised of parents or other community members, for individual



schools. Likewise, 80% of all respondents observed that schools should become involved in community life "more than now" or "as much as possible."

Along with this call for participation, respondents also stressed the need for greater accountability in schooling. This *theme of accountability* was illustrated in several ways. It was made evident in public support for standards, examinations, and a desire to monitor pupil and teacher performance. It was illustrated in public and professional interest in new mechanisms for providing political accountability. It was manifested in other ways: for example, specifying how school budgets should be spent, making explicit the roles and responsibilities of those inside and outside schools, and upgrading teacher qualifications.

Concerning the issue of standards, for example, more than 90% of public and professional respondents to ***Let's Talk About Schools*** held that standards should be established for all forms of schooling, including home schooling and schools operating outside the public system.

Eighty-two percent of the public and 67% of the educators who expressed their views indicated that such standards should apply to all grades. Also public and professional endorsement of testing climbed steadily grade by grade. There is clearly a belief among both the public and professionals that standards and testing are useful ways to monitor and evaluate school effectiveness and, thereby, to ensure that accountability with respect to quality exists within the system.

Accountability was more directly addressed in responses to questions on school governance and management. For example, 62% of the public and 53% of educational professionals were dissatisfied with current provisions for political accountability. A number of respondents — approximately 64% of the public and 40% of professionals — supported the introduction of local initiative and recall procedures to improve accountability. Other such positive measures advocated by respondents included: greater public awareness through meetings or educational reports, frequent consultations with parents and teachers, frequent elections, the reduction of political tensions that have arisen in public schooling, and greater autonomy for local school boards. Fully 70% of the public and 80% of educational professionals favoured the idea of increasing school board autonomy on the grounds that such a measure would enhance school effectiveness and place decision-making power for schooling closer to the communities affected by those decisions.

There were also some themes or commonalities underlying the views British Columbians held about the content of schooling. For one thing, responses to ***Let's Talk About Schools*** and the Gallup surveys suggested that the people of this Province have emphasized the *theme of traditionalism* in certain elements of schooling. For example, a consensus existed among the public and the educational community that schools should continue to pursue long-established goals of intellectual, social, human, and vocational development. Respondents to the ***Let's Talk About Schools*** paper and the Gallup surveys ranked intellectual development — traditionally the primary goal of schooling — as still the most critical in importance, followed by the other three goals. ***Let's Talk About Schools*** respondents also strongly emphasized the central place of academic subjects in schooling — subjects which have traditionally remained at the heart of the curriculum.

Traditional values were likewise reflected in respondents' views about the teacher's role and demeanour. Two-thirds of those who responded to this issue in ***Let's Talk About Schools*** stressed the importance of teacher behaviour. In particular, respondents noted that teacher pro-

fessionalism was reflected to some extent in teachers' appearance, in their attitudes and values in the classroom, and in their dedication, commitment, and enthusiasm for the work of teaching. Almost one-third of the public and professionals responding to the issue of teacher professionalism observed that teachers should create a climate of respect in their relationships with parents and pupils. Such views, of course, are consistent with historical images of the teacher's role in schools and society.

Respondents also stressed the overall importance of high-quality teaching, and the need to strengthen pre-service training and to provide adequate professional development programs. In the latter regard, 85% of the public and 78% of the professionals who responded to the ***Let's Talk About Schools*** paper indicated that professional development or upgrading teacher qualifications should be made a condition of continuing employment.

Support for tradition was made further evident in the way respondents viewed the role of school principals. Both the public and professionals favoured granting principals authority to design school programs and to administer school resources. This view is clearly in line with the longstanding belief that principals should be leaders and that they should have the authority and responsibility to determine, to some extent, the programs and the priorities their schools should pursue.

Diversity and choice also emerged as major themes. Both the public and educators appeared tolerant and flexible in their views about the goals, methods, and forms of schooling that might exist within the Provincial system. Even in determining the goals of schooling, where there was a strong consensus that intellectual development is its primary goal, there was also recognition that social, human and vocational goals should not be overlooked.

Neither the public nor educational professionals held rigid views about what constitutes the best methods of teaching and learning. Respondents acknowledged that such activities can be enriched by various approaches and methods in various settings. Support was, therefore, present for small group instruction, individual interaction, field trips and other out-of-class experiences, diverse techniques and teaching aids, computers, and varied styles of teaching. Quite simply, respondents agreed there is no "one best way" for youngsters to learn, or for teachers to teach. Individual differences and changing circumstances necessitate using many instructional formats and methods.

Diversity and choice also were reflected in views expressed about forms of schooling that should be permitted. Of those who responded to the ***Let's Talk About Schools*** paper, nearly 80% indicated that public choice in schooling should be in-

creased. Seven out of 10 respondents also indicated they favoured the option of private or independent schools. However, a majority of respondents held that public funds should not be used to support non-public schools.

The themes of diversity and choice were further made evident in views expressed about the issues of religious education and home schooling. Forty-four percent of the public and 43% of the professionals who responded to the ***Let's Talk About Schools*** discussion paper expressed the view that religious programs were required to meet specific family needs. On the issue of home schooling, 80% of all respondents to the discussion paper held that parents should be allowed to provide schooling for youngsters at home if circumstances warranted, and if proper standards were maintained. Home schooling was identified by both the public and educators as appropriate for pupils in geographically isolated areas, or for sick and handicapped pupils. Seventy-one percent of Gallup's respondents likewise supported home schooling where special circumstances prevailed. In short, respondents generally agreed on the importance of parental choice in schooling and the availability of learning opportunities outside the school for special youngsters.

Finally, if there was one area of discussion where complete agreement existed among respondents, it was to do with the *theme of technology*. It should be noted, however, that when respondents to this study addressed questions on technology, they invariably discussed computers and not other technological innovations. Indeed, respondents to questions on technology in ***Let's Talk About Schools*** unanimously held that pupils should be given greater access to computers. Moreover, nearly half the respondents held that youngsters should have opportunities to use computers in the elementary grades.

Computers generally were seen to be beneficial for a variety of reasons. Respondents pointed out that they enhanced learning and provided wider access to material and information, assisted instruction by allowing pupils to proceed at their own rates, helped meet the requirements of pupils with special needs, freed pupils from the drudgery of rote memorization and lengthy calculations, made learning more transportable, and finally, equipped pupils with skills necessary for the world of work.

Respondents also saw advantages accruing to teachers through computer-assisted instruction. Computers, it was com-

monly held, allowed teachers to become more efficient and effective by relieving them of repetitive tasks and by permitting them to devote greater time and energy to more important aspects of their work. Respondents likewise suggested that computers could improve administrative operations by reducing costs and increasing productivity.

Some cautions were raised, however, about the computer's negative effects. A number of respondents expressed fears about the depersonalization that technology may bring to schooling. Others pointed to such adverse effects as the disruption of pupil-teacher relationships, the way computers may de-skill individuals and create unemployment, and the fact that society may become overly dependent on the use of computer technology.

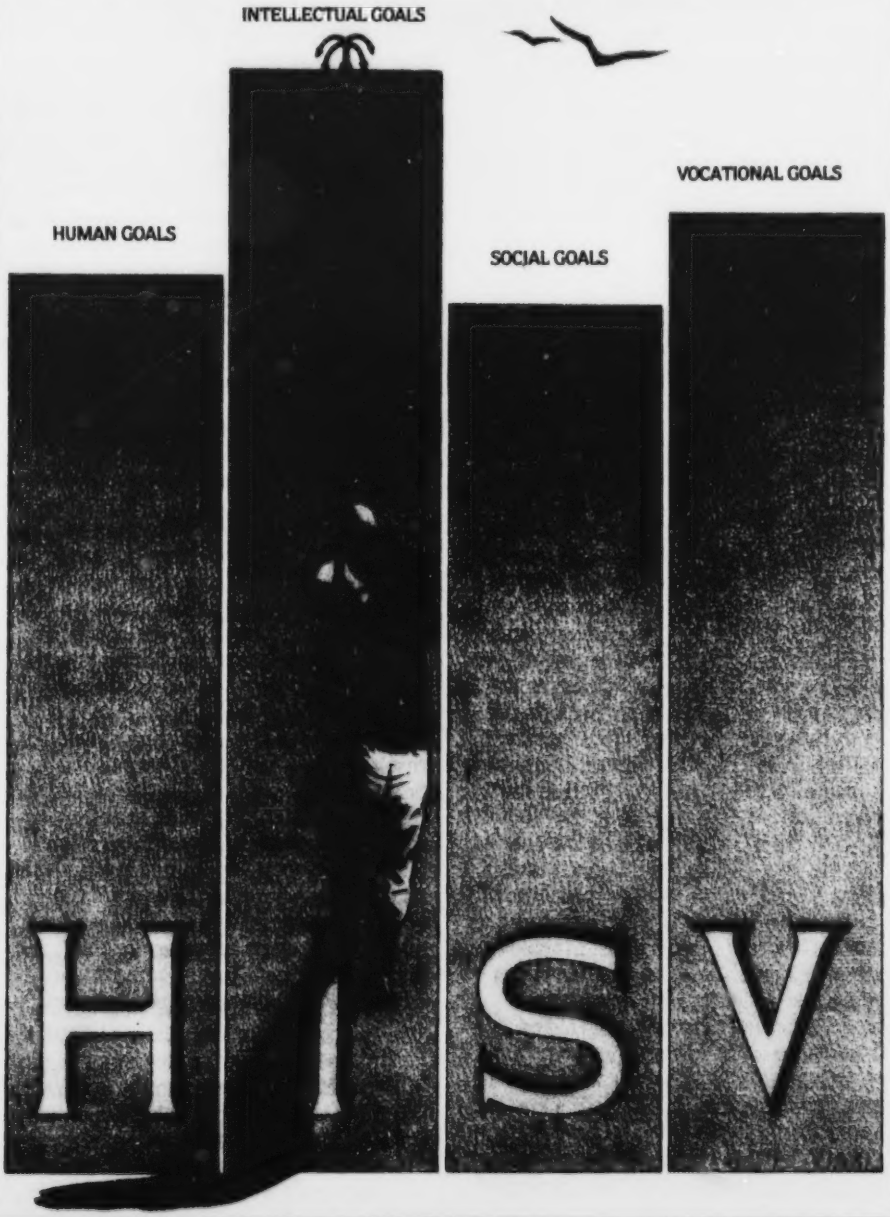
In summary then, the results we have analyzed suggest that the people of British Columbia are concerned about both the content and process of schooling. They have called for improved quality in schooling, and for the use of standards and testing to measure pupil and teacher performance. They have called for schools to pursue the goals of intellectual, social, human, and vocational development, with a special emphasis on intellectual development. They have underlined the need to improve instructional methods, to strengthen teacher training programs and qualifications, and to enhance teacher professionalism. They have stressed the importance of an academic curriculum, the need to employ a variety of instructional methods, the use of computers in teaching and learning, and the value of diversity and choice.

They have also emphasized the need to increase levels of school funding and to allow school boards greater measures of local control. They endorsed a system that is based on cooperative decision-making and problem-solving, a system in which there is less friction than at present among the constituencies who shape school policies and directions. They supported the idea of greater public and parental involvement in schooling. Finally, they called for schools to be more responsive and accountable.

While the foregoing may not represent all the major themes suggested by the results contained in this report, we believe they do represent a fair cross-section of the concerns expressed by the public and professionals during the ***Let's Talk About Schools*** discussion. Moreover, they reflect the high degree of consensus that existed in many areas of the study. Nevertheless, we encourage readers to go beyond this summary and examine for themselves the information and results that may be found in this report. Only by doing this, we believe, will people appreciate the full range of views expressed on each issue by those who participated in the ***Let's Talk About Schools*** process.

To assist readers in becoming familiar with the overall findings of this examination, Parts 2 and 3 of this booklet contain, respectively, highlights from the ***Let's Talk About Schools*** Summary Results Table, and highlights drawn from the Gallup surveys. The complete set of results and the methodological procedures used in these studies may be found in ***Booklet 2*** and ***Booklet 3*** of this report.

To assist readers in locating the sets of results from which the highlights are drawn, references have been provided at the end of each highlight. In the case of the ***Let's Talk About Schools*** highlights, numerical references indicate the relevant section of the Summary Results Table where the larger set of results are contained. References provided for the Gallup highlights indicate from which table in ***Booklet 3*** such highlights were drawn.



HIGHLIGHTS: LET'S TALK ABOUT SCHOOLS DISCUSSION

Schools and Society

2.2

Goals of Education and Schooling

1. *Do these goals for education (outlined in the* ***Let's Talk About Schools*** *discussion paper) accurately reflect our society's beliefs?*
2. *Are all these goals of equal importance?*
3. *Which goals of education should schools pursue?*

Approximately two-thirds of the respondents believed that the goals of education set forth in the ***Let's Talk About Schools*** discussion guide accurately reflect society's beliefs. Opinion, however, was more evenly divided on the relative importance of these goals with slightly more than half the respondents indicating that the goals were equally important. Intellectual development was placed first by those who rated the goals in response to this question, with the remaining goals rated equal in importance (1.1, 2.1, 2.2).

Approximately 95% of the respondents agreed that schools should pursue at least one of the stated goals. Two-thirds agreed that all of them should be pursued. Again,

many respondents rated the goals in order of priority. Ninety percent stated intellectual development is the first goal of schooling. There was recognition that social, human, and vocational goals should not be overlooked, but less agreement on how these goals should be ranked (3.1, 3.2).

2.3
Curriculum and Instruction

4. ***What should be taught and learned in schools?***
5. ***How should it be taught?***

Respondents provided a variety of suggestions concerning what should be taught and learned in schools. In line with the majority opinion on the goals of schooling, greatest emphasis was placed on academic subjects and intellectual processes, followed by subjects related to human and social development and then to vocational development. In the case of group submissions, material related to human and social development was stressed to the same extent as material related to academic development. One in five respondents indicated that computers and related technology should be covered in schools. See also Questions 13-16 (4.1).

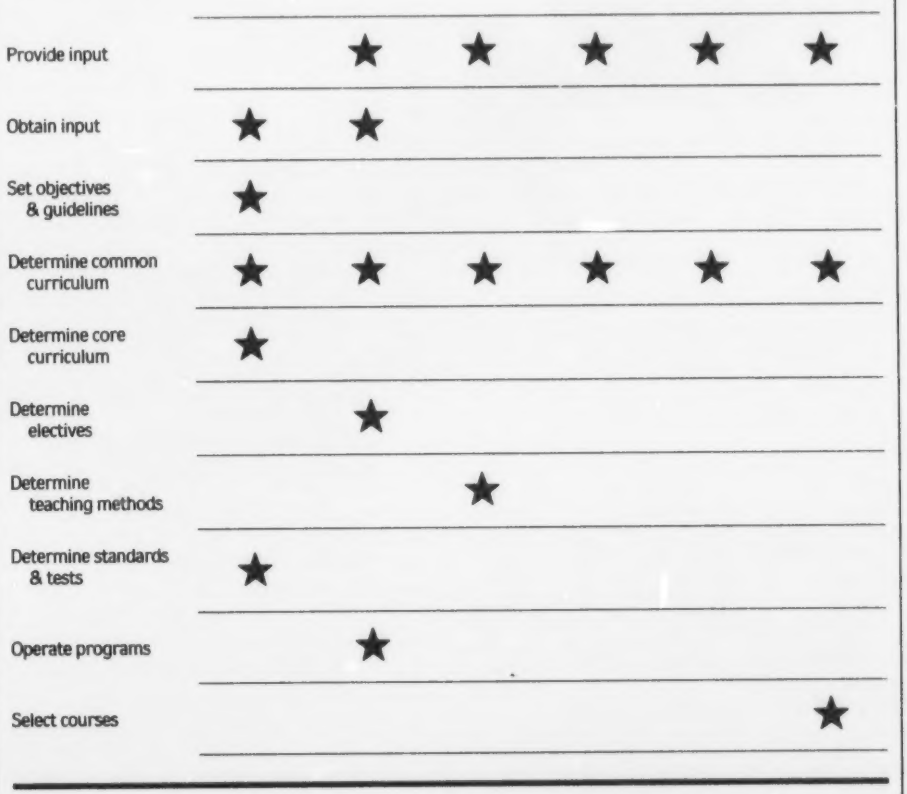
Respondents provided several different suggestions for how content should be taught. They favoured a more flexible, individualized approach over prescribed, large group instruction. Further, they suggested the use of streaming (grouping) on the basis of ability, and called for smaller classes. Respondents at meetings and groups also suggested that improved counselling/guidance services should be made available (5.2).

Three petitions were received. One supported the teaching of Fine Arts, while the second supported the teaching of Home Economics. The third emphasized the need for trained counsellors.

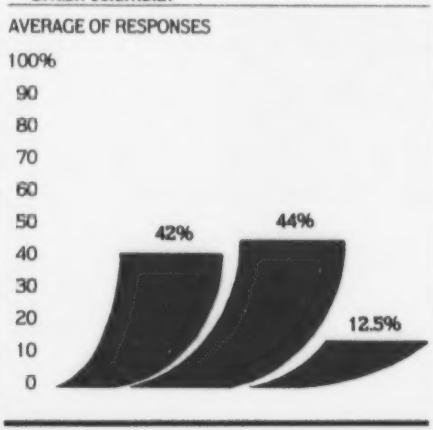
6. ***In determining what should be taught and learned in schools, what should be the role of the Provincial authorities? Local school boards? Professionals? Parents? The public? Pupils?***

Turning to the question of who should be involved in determining what should be taught and learned, respondents indicated that all groups listed in the question have particular roles to play, and that consultation is crucial. However, perceptions of their roles differed as summarized below (6.1, 6.2).

6.1 Who should be involved?
6.2 What should the role of each group be?



7. Are our public schools capable of responding to the many and varied needs of the people of British Columbia?



2.4

Diversity in Society and Schools

7. Are our public schools capable of responding to the many and varied needs of the people of British Columbia?

Respondents were somewhat evenly divided about the the capability of schools to respond to the needs of our society. Nearly equal percentages of the general public, educational professionals, and meetings responded "yes" and "no" to this question. A majority of letter writers felt the schools were not capable, while the reverse was true for groups.

However, respondents believed that schools would be better able to meet these needs if granted increased funding. Further, they stated that schools need to provide more individualized attention to students and expand their program offerings. Most frequently mentioned were special needs, learning assistance, enrichment, cultural, and religious programs (7.1, 7.4, 7.5).

8. Are there other forms of schooling which should be publicly supported? To what extent? How should such forms of schooling be monitored, and by whom?

It is apparent from responses to this question and to Question 34 (which specifically addressed home schooling) that most respondents interpreted Question 8 as a question which asked for their views about private schools. More than seven out of 10 respondents favoured the option of private schools. Of those who described the extent to which these schools should be publicly supported, the majority (60%) stated no public funds should be used. About half of those remaining endorsed full funding. A voucher system was the favoured system for distributing these funds (8.1, 8.6, 8.8).

Respondents suggested that private schools be monitored by using Provincial examinations, ensuring that they follow Provincial curriculum guides; or that they be monitored in the same way as public schools (8.9).

9. Should public choice in schooling be enhanced? If so, how?

Nearly 75% of the respondents agreed that public choice in schooling should be increased. More than half of these suggested that a greater variety of types of schooling should be made available. Meetings, letter writers, and groups also suggested provision of a broader curriculum (9.1, 9.2).

2.5

Standards of Achievement in Schools

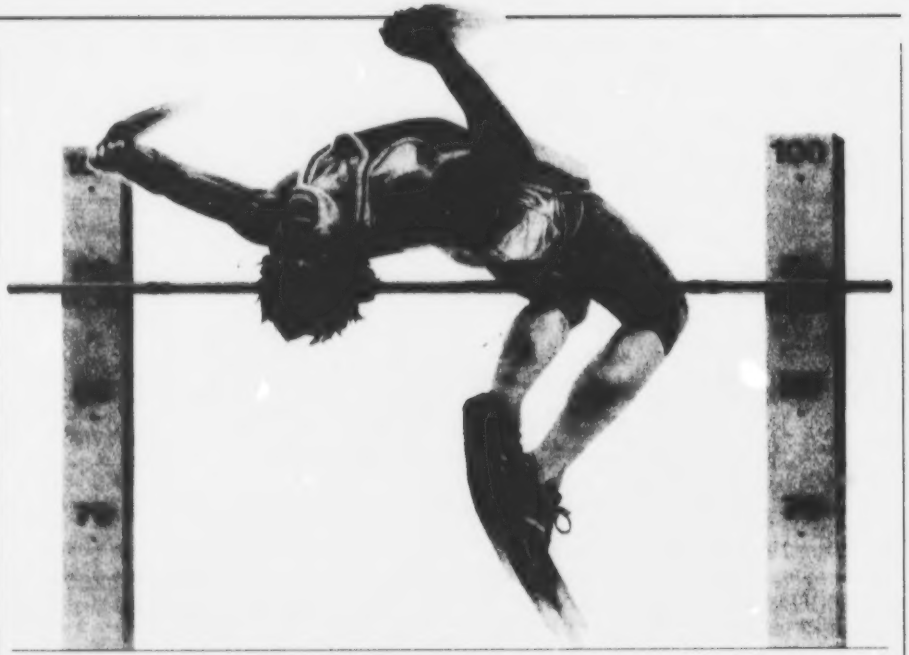
10. What standards should be established for all schools, public and otherwise? Should standards be established for all grades and all subjects? Who should establish these standards? Should standards be monitored? How? By whom?

More than 95% of the respondents agreed that achievement standards should be established for all forms of schooling. Approximately half favoured Provincial standards, while national standards were preferred by one-third of the general public; by one-fifth of the educational professionals, letter writers, and groups, and by one-third of the meetings. Approximately 20% of the educational professionals and 30% of the groups indicated that standards should be set at the individual student level (10.1, 10.2).

A majority of respondents indicated that standards should be established for all grades. They were less certain about which subjects should have standards. Six out of 10 meetings, letter writers, and groups favoured restricting standards to core subjects while six out of 10 public respondents suggested standards should be applied to all subjects. Educational professionals were more evenly split (10.3, 10.4).

Generally, respondents preferred maximum performance over minimum competency (10.5).

Preferences of the respondents concerning who should establish standards were, in order: Provincial officials, educational professionals, and school board members (10.6, 10.7).



Respondents want the standards monitored, and suggested that this responsibility be given, in order, to Provincial officials, teachers, and district officials and school board members. Provincial examinations and classroom tests were preferred methods for such monitoring (10.8, 10.9, 10.10).

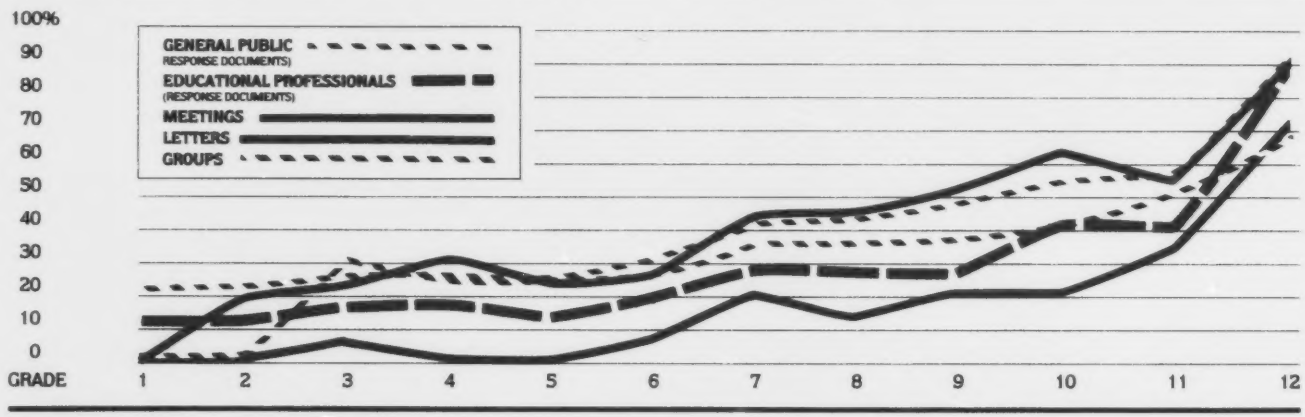
11. To what extent should Province-wide examinations exist? What purposes can such examinations serve?

Approximately 80% of the general public, educational professionals, letter writers and groups, as well as 90% of the meetings, called for Province-wide examinations. Of these respondents, more than 90% advocated Provincial testing at Grade 12. Further, beginning with Grade 1, the percentages tended to increase from one grade to the next, with marked increases at the grades corresponding to the end of elementary and junior secondary schools. Overall, the public placed greater emphasis on testing than did educational professionals (11.1,11.4).

The most frequently cited reasons given for Provincial exams by their supporters were to uphold standards, to ensure uniformity among districts, to measure, evaluate and monitor student achievement, and to evaluate and monitor teacher performance. Those opposed to Province-wide tests stated that such tests "inhibit learning," "lead teachers to teach to the tests," and "are expensive and a waste of time" (11.2,11.3).

Slightly more than two-thirds of the general public and meetings, 82% of the educational professionals, and all groups suggested Provincial tests should be ad-

11.4 Which grades should be tested?



ministered in academic and core subjects. Of those who commented on the degree to which Province-wide tests should count toward final grades, the majority indicated less than 50% (11.5, 11.7).

12. *To what extent should entrance requirements set by post-secondary institutions determine secondary school curricula and standards?*

Approximately 80% of the public and letter writers felt post-secondary entrance requirements should determine secondary school curricula and standards. About 70% of the educational professionals and groups also endorsed this view (12.1).

2.6
Technological Innovation and Schools

13. *How might technological change affect the schools?*
14. *To what extent can schools capitalize upon technological change?*
15. *How can schools accommodate this technological change and make it part of school operations and programs?*
16. *Are there inherent dangers in accommodating technological change? If so, what are they?*

Respondents unanimously agreed that students should have access to computers. They suggested that use of computers would help create a more positive learning environment, facilitate individualized instruction, improve career preparation, and better prepare students to cope with future technological change. Members of the public, educational professionals, and groups cautioned, however, that care must be taken to guard against over-dependence upon machines and depersonalization due to the lack of teacher-pupil interactions (13.2, 13.3, 13.9).

Elementary school was most frequently identified as the school level at which to introduce computers. However, about 30% of the public and educational professionals stated computers should not be introduced in the schools due to the high costs associated with buying and maintaining up-to-date equipment (13.4).

Respondents indicated that the computer is a teaching aid and not a device to remove teachers. Eighty percent of the professionals and 96% of the meetings stated that the number of teachers should not be reduced with the introduction of computers. Instead, respondents believed computers would assist in carrying out repetitive, less interesting tasks, thereby freeing the teachers for more important instructional duties (13.5, 13.6).

Similarly, respondents believed school administration could be improved and made more efficient with the use of com-

puters. Again, they cautioned that it would be difficult to keep abreast of technological change and that costs would be high (13.7,13.8).

Respondents provided several ideas for effective technological education. In addition to increased student accessibility to computers, they called for the use of computers in planning, adoption of up-to-date hardware and software, updating of teaching personnel in computer use and application, and teaching of computer skills to students (13.9).

2.7
School-Community Relations

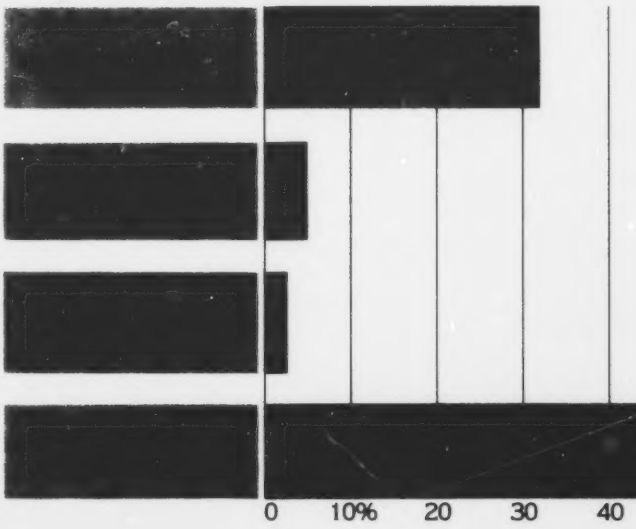
17. *To what extent should parents and other members of the community be involved with schools, and to what extent should schools be involved in the life of the community?*
18. *How can school-community relations be strengthened?*
19. *What should be areas of consultation for trustees, school professionals, parents, and the community?*

Respondents want strong community relations. The two most frequent responses to the question about involvement were "as much as possible" followed by "more than now." Respondents suggested that these relations could be strengthened by placing greater emphasis on communication, parent advisory/ school consultative committees, community use of schools, and school use of community resources (17.1, 17.4).

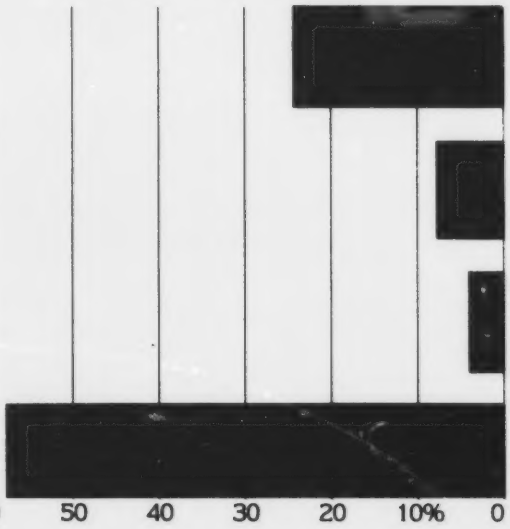
Areas of consultation identified for trustees, school professionals, parents and the community included, in order of preference, curriculum, discipline, school budgets, and the goals and philosophy of schooling (17.5).

Two petitions called for strong school-community relations and the maintenance of adult education programs.

17.1 Level of community involvement with schools should be



17.2 Level of school involvement with community should be



School Governance, Management, and the People in the System

3.1

Legislative Provisions for School Governance and Management

20. Is the separation of authority to govern the public schools suitable in the light of current conditions? Should school board requests for greater autonomy be met? Should school board powers be reduced, expanded, or remain the same? Would the enlargement of school board autonomy improve the effectiveness of schools?

Roughly three-quarters or more of all respondents stated that school boards should have more autonomy than at present. In order of occurrence, the most frequently stated reasons for providing school board autonomy were the districts' knowledge of local needs, increased capability for school effectiveness, and increased opportunities for financial accountability (20.3, 20.4).

21. What processes and mechanisms might be devised to ensure that the Provincial Government and school boards remain accountable to society at large, and responsive to the needs of local communities?

Respondents suggested several processes and mechanisms to improve Provincial Government and school board accountability and responsiveness. These focused on the need to improve communication among elected government and school officials and the electorate as well as the need to hold elections more frequently (21.1).

22. *Is the current system of political accountability satisfactory or should new instruments of accountability, such as recall and local initiative, be considered?*

A majority of respondents expressed dissatisfaction with the current system of accountability. The most frequently mentioned methods of improving accountability were use of referenda, restoration of local control, and recall of elected officials (22.1, 22.2).

23. *Should individual schools be permitted to have a school council made up of parents and other community members? To what extent should such councils have powers delegated by school boards?*

More than three of four respondents endorsed the concept of school councils made up of parents and other community members. They viewed such councils as having advisory and liaison roles (23.1, 23.2).

3.2

Key Governance and Management Issues

3.21 Labour Relations

24. *Should all school board employees be covered by the same collective bargaining rules?*
25. *Should the present system of bargaining be retained? If not, how should it be changed? Should the scope of bargaining be expanded?*
26. *Should compulsory and binding arbitration be retained for teachers? Should strikes and lockouts be permitted as an alternative to arbitration?*

Opinion was divided concerning the issue of common bargaining rules for all school board employees. The general public and particularly the groups favoured common bargaining; the educational professionals and meetings tended not to. However, an analysis of comments revealed that respondents were not clear about whether the question referred to all school board employees or only to teachers and principals (24.1).

Slightly more than 55% of respondents agreed that the present system is in need of change. They suggested removal of the Compensation Stabilization Program, bargaining at the Provincial rather than district level, and adopting full collective bargaining rights as described in British Columbia's **Labour Code**. There was strong agreement among respondents to expand the scope of bargaining (25.1, 25.2, 25.3).

Three-quarters or more of all respondents would not permit strikes or lockouts for teachers. They favoured the retention of compulsory and binding arbitration (26.1, 26.2).

3.22 Financing Provincial Schools

27. ***Who should set levels of school board spending? The Province? Local school boards? The Province and local school boards together?***
28. ***Should school boards be allowed to raise taxes above those required to sustain basic levels of school service determined by the Province?***
29. ***Is the goal of equality in schooling best served by the Province's establishing a basic level of services that must be provided in all school districts?***

Approximately 60% of the respondents indicated that the Province and school boards should jointly set school board spending levels. The remaining respondents were somewhat evenly divided between Provincial and school board authority in establishing such levels (27.1).

With the exception of groups, opinion was evenly divided regarding whether school boards should be allowed to raise taxes above those required to sustain Provincially determined basic levels of service. Of the groups, 85% favoured such a plan. Those who favoured the right of school boards to raise taxes indicated that boards should first receive approval through a referendum, and that taxes should be raised only to meet specific local needs and not to support the basic level of service. Those who opposed local taxation were concerned that such a plan would favour "rich" districts, resulting in inequalities among districts throughout the Province (28.1, 28.2).

More than 80% of the respondents supported the proposition that equality in schooling is best enhanced by the Province's establishing basic levels of service that must be provided in all school districts. They cautioned, however, that to be successful it is necessary to recognize inherent differences which exist among districts. At the same time, it was acknowledged that such a plan would provide for uniformity in the basic academic subjects (29.1, 29.2).

3.23 School District Budgets

30. ***Should funds to schools be targeted for specific purposes?***

A small majority of respondents indicated they favoured targeting funds to schools for specific purposes. However, an analysis of comments revealed that respondents were not clear about whether the question referred to school districts or to schools within districts (30.1).

31. ***Should financial resources be shared equally among elementary, intermediate, and secondary schools on a per capita basis? Should school districts utilize school-based budgeting systems?***

More than three-quarters of the respondents opposed the equal sharing of financial resources among elementary, intermediate, and secondary schools on a per capita basis. Instead, they indicated,

secondary schooling requires greater support because of the need for more expensive equipment, more highly qualified teachers, and more extensive counselling services. School-based budgeting was favoured by all respondents, with the strongest support coming from the public (31.1, 31.2).

32. *Are existing levels of funding adequate to meet current public expectations for schools?*

Seventy percent of the general public and more than 80% of the other respondents indicated that existing levels of funding are inadequate to meet current public expectations for schools. Of these respondents, more than half indicated "children are a priority" (32.1, 32.2).

3.3

The Responsibilities and Rights of Parents and Pupils

33. *Should parental and pupil responsibilities be specifically codified in law?*
34. *Should parents be allowed to keep their children at home and provide schooling for their youngsters themselves? Should parents receive assistance in schooling children at home?*
35. *Should a period of compulsory schooling exist or should pupils be required instead to attain certain levels of achievement? Is the present period of compulsory attendance for children aged seven to 15 satisfactory? If not, what should be the period of compulsory attendance?*

Approximately 60% of the educational professionals and meetings, and 70% of the letter writers and groups indicated that parent and pupil responsibilities should be specifically codified in law. In contrast, the public was divided regarding this matter. The most frequently cited reason for codification was so parents and pupils would know what is expected of them. Those who supported this position also suggested that parent and pupil rights should be legalized as suggested in the preamble to the question. Those who opposed codification suggested that the present **School Act** is "okay," or that legislation is unnecessary or unenforceable (33.1, 33.2).

More than four out of five respondents supported home schooling, particularly to meet the needs of special pupils, to overcome distance problems, and to make allowance for other approved circumstances (34.2, 34.3).

Respondents were somewhat divided regarding assistance to parents for home schools. Analysis of the comments revealed that respondents were not of one mind regarding the conditions under which such aid should be made available, and unclear about the form, financial or non-financial, of the assistance to be given (34.4, 34.5).

Approximately 65% of the general public, educational professionals, and meetings, and 73% of the groups supported a period of compulsory schooling. About one-third of the respondents favoured the attainment of certain levels of achievement. More than 60% agreed that the present period of compulsory attendance from age seven to 15 is appropriate (35.1, 35.2).

3.4

Teacher Professionalism

36. *Do current training programs for teachers offer adequate preparation for careers in the classroom? Who should set policies for teacher education programs and certification? Are current provisions for in-service or professional development adequate?*
37. *Should professional development or the "upgrading" of teacher qualifications be made a condition of continuing employment? Should teachers be permitted to teach only in the subject and grade areas in which they trained?*

38. *How can teacher professionalism be demonstrated? How can it be monitored and evaluated? Who should monitor and evaluate teacher professionalism?*

Fewer than four out 10 respondents indicated that current teacher training programs are adequate. The three most frequent suggestions for improving these programs were to increase student teaching time, provide an internship following university training, and pay greater attention to teaching methods (36.1, 36.2).

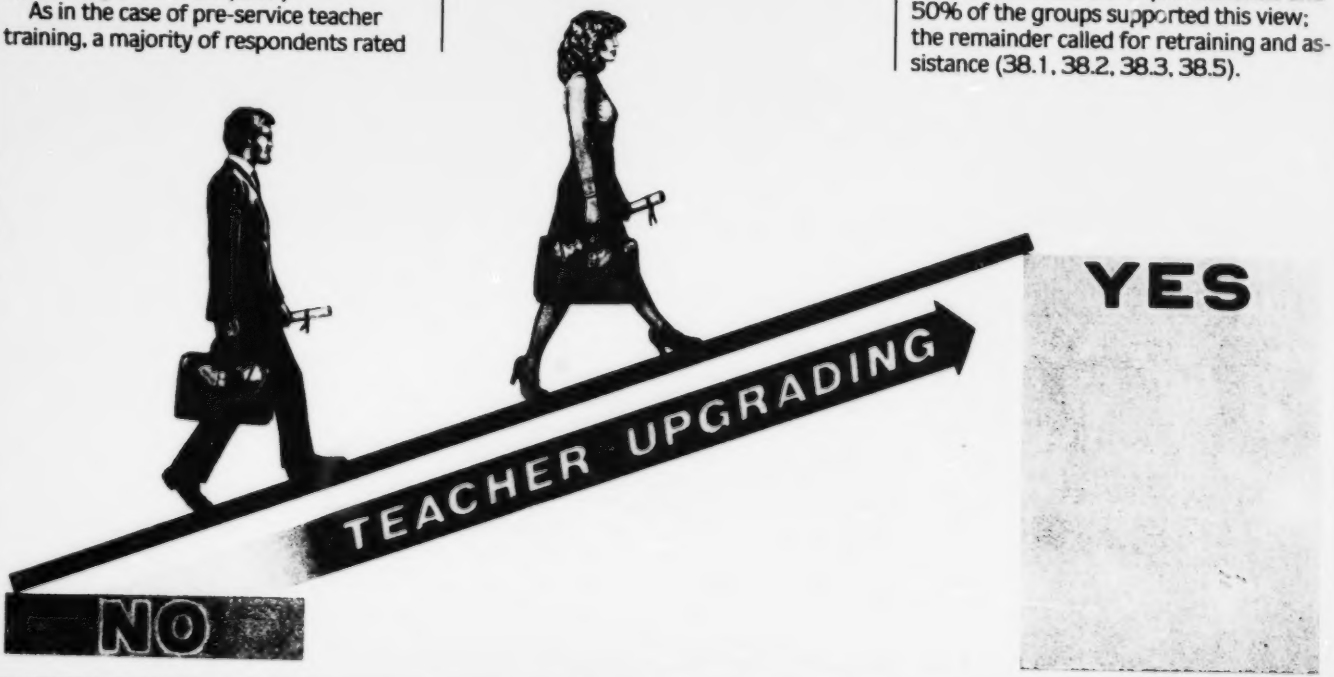
Respondents indicated that teacher education and certification should be a shared responsibility involving the Provincial Government, teachers, and the universities. The general public, letter writers, and groups gave the greatest responsibility to the government (36.3).

As in the case of pre-service teacher training, a majority of respondents rated current in-service programs inadequate, due primarily to what they perceived to be poor planning and a lack of sufficient financial support (36.4, 36.5).

More than 80% of respondents agreed that professional development or "upgrading" teacher qualifications should be made a condition of continuing employment. About one in four suggested that "upgrading" is required to keep teachers up-to-date, and is necessary to allow them to change teaching areas (37.1, 37.2).

Two-thirds to three-fourths of the meetings, general public, letter writers, and groups indicated that teachers should teach only in areas for which they were trained. Slightly more than 55% of the educational professionals supported this position (37.3).

More than two-thirds of the respondents indicated that teacher professionalism is demonstrated by appropriate conduct, positive appearance, appropriate attitudes and values, dedication, and enthusiasm. Among the methods suggested for monitoring such conduct, the most frequently mentioned were regularly scheduled teacher evaluations and inspections, student performance, and teacher adherence to a code of ethics. In response to the question of who should evaluate and monitor teachers, about half the respondents identified principals, with teachers and parents also sharing this responsibility. Three-quarters of the general public and letter writers and 70% of the meetings added that incompetent teachers should be released. Slightly more than 60% of the educational professionals and 50% of the groups supported this view; the remainder called for retraining and assistance (38.1, 38.2, 38.3, 38.5).



3.5

Administrative Professionalism

39. *Should school principals be granted greater authority in designing school programs? Or in administering resources allocated to their schools?*
40. *If individual schools have their own school councils what would such a development mean to the role and responsibilities of principals?*
41. *Should school principals be part of an employee bargaining unit? If so, should the bargaining unit be the same one that represents teachers?*

Approximately 60% of the respondents believed that principals should be granted greater authority in designing school programs, while nearly 70% favoured granting greater authority to principals in administering school resources. However, a variety of conditions were placed on any increase in such authority, including receiving advice from school boards, teachers, and parents (39.2, 39.3, 39.4).

In defining the relationship between school principals and school councils, approximately 40% of the public and educational professionals, 55% of the meetings, and 70% of the groups indicated that principals should remain the decision-makers, with advice from councils. Twenty percent of the public and educational professionals referred to an advisory-liaison role for principals in instances where councils were established (40.1, 40.2).

Nearly 80% of the educational professionals and groups believed that principals should belong to an employee bargaining unit. Views expressed by the general public and at meetings were more tentative, with about 55% supporting this position. Opinion was mixed about whether principals should belong to the same bargaining unit as teachers. About 65% of the professionals and letter writers and 60% of the groups favoured this idea. The public was divided on this matter, while 56% of the meetings opposed the idea of including principals and teachers in the same bargaining unit (41.2, 41.3).

Additional Issue

Religion in Schools

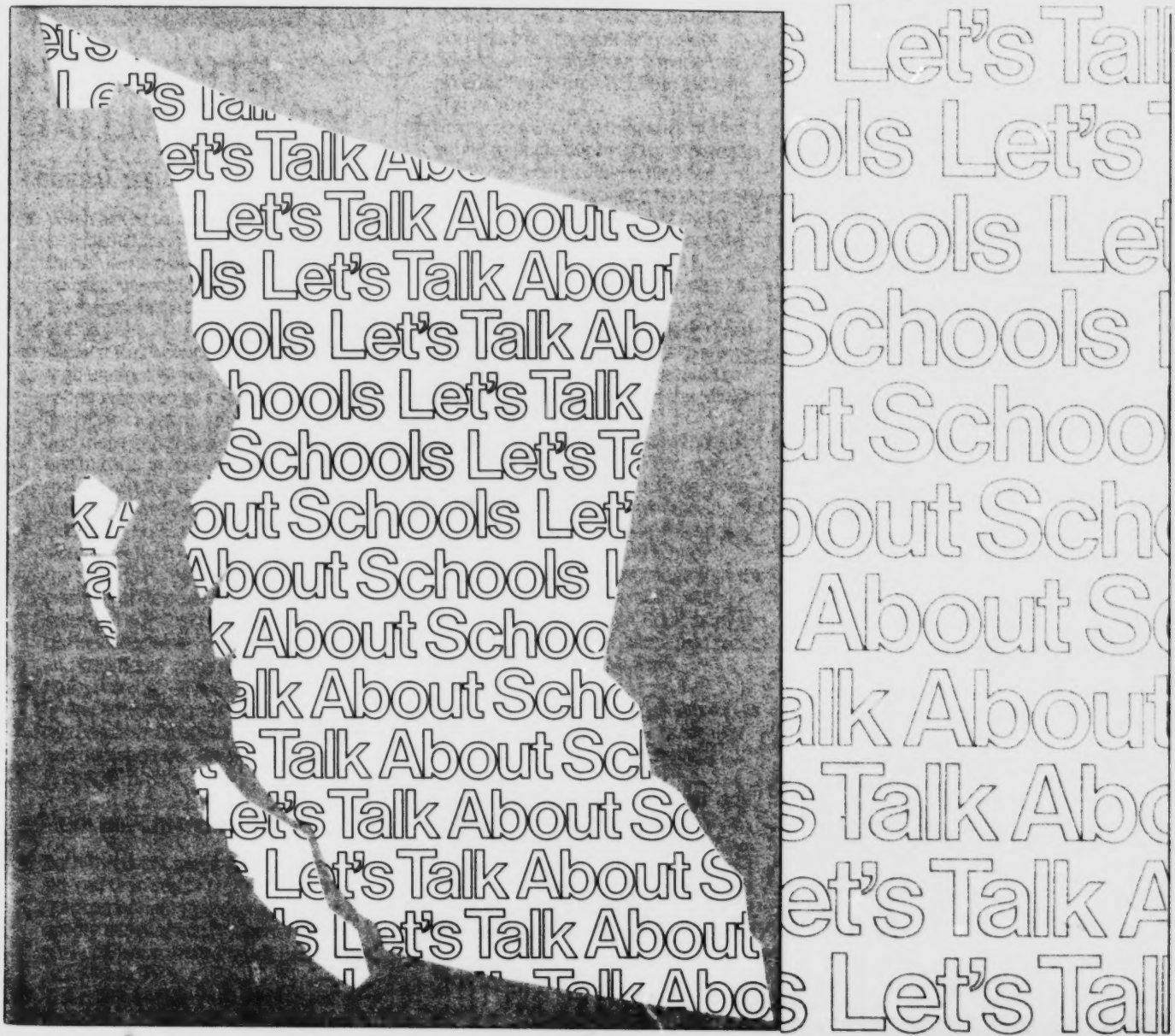
42. *What aspects of religion, if any, should be included in schools?*

Many responses were received which dealt with matters related to religion and religious education. To reflect these responses accurately, Question 42 was set and coding categories developed.

Slightly more than half of the general public, educational professionals, meetings, and groups expressed fears about teaching such topics as Darwinism, family life skills, values, and sex education; they suggested that such content is better dealt with by parents and the church. One in four letter writers supported this position.

More specific suggestions made by these respondents included the need to teach from a Christian perspective, teach Creationism, and have Bible reading and the Lord's Prayer (42.1).

Two petitions supported Bible reading and recitation of the Lord's Prayer. One also called for teaching Creationism and teaching from a Christian perspective.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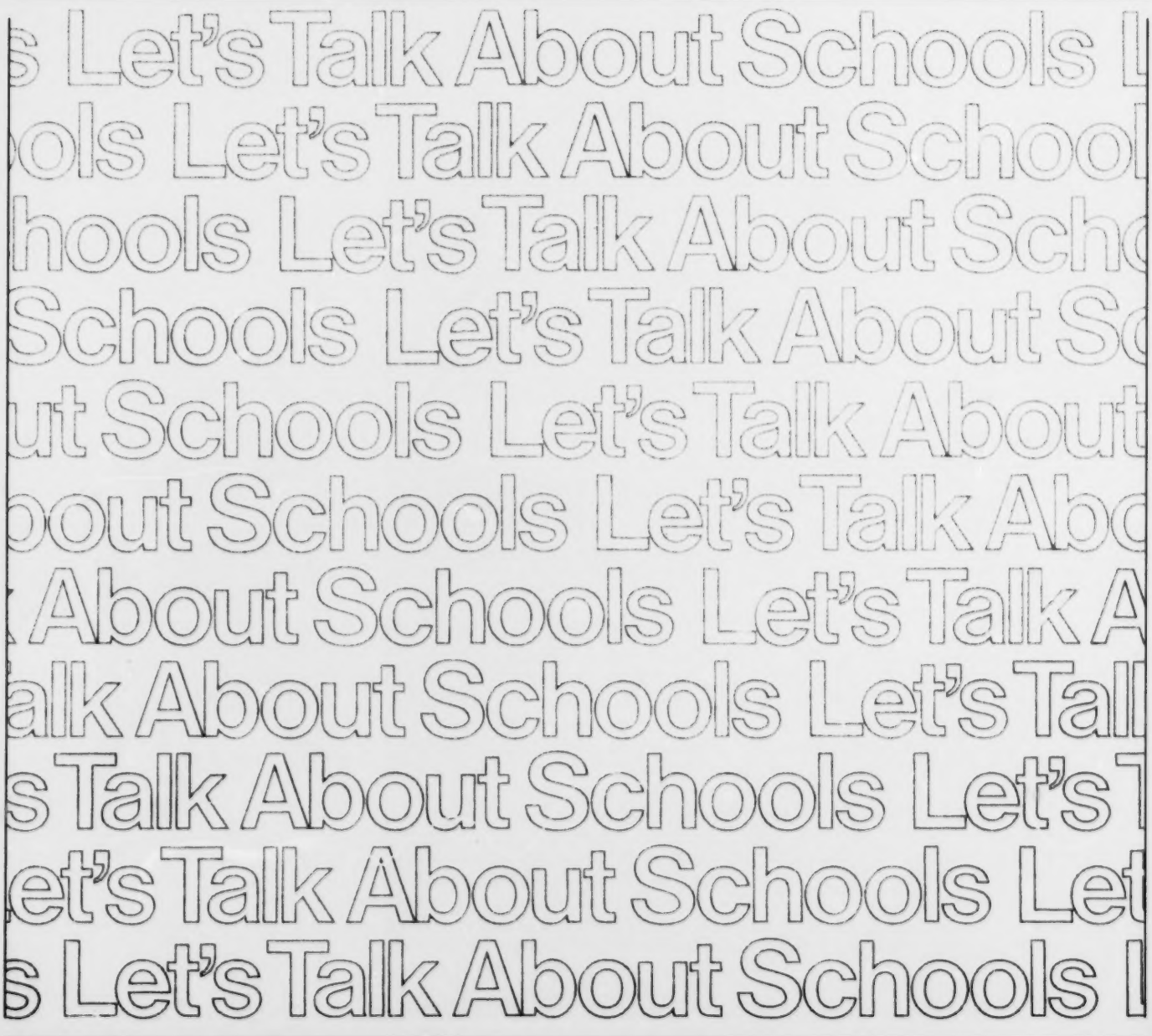
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HIGHLIGHTS: GALLUP SURVEY

GENERAL ISSUES

- When asked to name the most important issue facing British Columbia, two-thirds of the general public focused on unemployment. Approximately one in 10 mentioned education-related issues (Table 1a).
- When asked about selected issues other than unemployment, the quality of education was seen by the public to be as important as stimulating the economy, and more important than the quality of health care, protection of the environment, reducing the deficit, or nuclear disarmament (Table 1b).
- Both the public and education professionals ranked the goals of education in the same way. Placed in order, the greatest preference was shown for intellectual development, followed by social development, human development, and vocational development (Table 3).
- More than half of both the general public and educators believed that the quality of British Columbia's school system had declined over the past five years (Table 4).

SCHOOLING COMPONENTS

- Both the public and professionals considered teaching to be the most important component in determining the quality of schooling, followed by discipline, parental involvement, and budget size (Table 9).
- The public and professionals indicated that responsibility for the curriculum should be given to Ministry of Education officials, teachers, and school boards, with both groups giving the greatest responsibility to the Ministry (Table 10).
- Nearly six out of 10 members of the public and nine out of 10 professionals preferred a curriculum which has a basic core with options to be chosen by local school boards. Four out of 10 public members favoured a more standardized curriculum (Table 11).
- A majority (56%) of professionals believed that teachers should have the main responsibility for choosing teaching materials. The public was more evenly divided, assigning the main responsibility to teachers and the Ministry of Education (Table 12).
- The general public suggested that the main responsibility for setting standards of achievement should be given, in order of numerical preference, to the Ministry of Education, post-secondary institutions, teachers, and school boards. Professionals indicated that this responsibility should be assumed by teachers, the Ministry of Education, and school boards, with greatest preference for teachers and the Ministry (Table 14).
- The public more than the professionals favoured standardization of teaching materials and methods of student evaluation (Tables 13, 15).
- Slightly more than half the public indicated that government funding of private schools should be left as it is now. Professionals were less certain, with nearly half indicating that public funding should be decreased (21%) or eliminated (28%) (Table 18).

EDUCATION PROFESSIONALS

- Nine out of 10 educators rated the performance of teachers as either "very good" or "good." The general public was less positive, with 10% rating teachers performance "very good," 47% "good," and 34% "fair." Similarly, professionals rated the overall performance of principals more favourably than did the public (Tables 19, 22).
- More than 80% of the professionals and 90% of the public indicated that teachers should be required to pursue some form of professional development. Both groups believed that grants should be given for this purpose, with joint funding by boards and the Ministry being the most frequently mentioned source of this funding (Tables 25a, 25b).
- Almost 90% of the public agreed that teacher certification should be subject to renewal after a specific time period. Slightly fewer than 60% of professionals supported this idea, with nearly 40% indicating that teachers should be granted a certificate for life (Table 26).
- Nine out of 10 members of the public and six out of 10 professionals indicated that teachers should only teach the grades or subjects for which they were trained (Table 27).
- Demonstrated ability to teach was chosen by 90% of both the public and professionals as the preferred basis for teacher evaluation. Regarding who should have the main responsibility for teacher evaluation, about 60% of the professionals identified the principal. The public was more evenly divided, with 37% indicating the principal, 30% the Ministry, and 20% the school board staff (Tables 28a, 28b).

- Among professionals, 68% favoured compulsory membership in the British Columbia Teachers' Federation for teachers. About six out of 10 favoured compulsory membership for principals. The public was more evenly split, with 55% favouring compulsory membership for teachers and 49% compulsory membership for principals (Tables 29a, 29b).
- Approximately half the public believed that teachers and principals have the right to strike. Four out of five education professionals indicated teachers did not, and a slightly greater percentage (86%) indicated principals did not. Two-thirds of the public and half the professionals were opposed to giving teachers the right to strike (Tables 30a, 30b, 30c).

FINANCING THE SYSTEM

- Nearly 90% of the education professionals and 60% of the public believed that school funding should be increased. The majority of both groups, 77% and 51% respectively, were willing to pay higher taxes to increase school funding (Tables 31, 33).
- Over 90% of the professionals indicated that school boards should allocate school board funds. Members of the public were less sure, with two-thirds assigning this responsibility to the boards and 30% to the Ministry of Education (Table 35b).
- More than 75% of the professionals favoured giving school boards the main responsibility for setting school board spending limits. The public was evenly divided between the Ministry of Education and local school boards (Table 36b).
- The general public was not certain whether school boards could raise taxes if they felt it was necessary. The majority (60%), however, felt that school boards should not be allowed to raise taxes (Table 37a, 37b).

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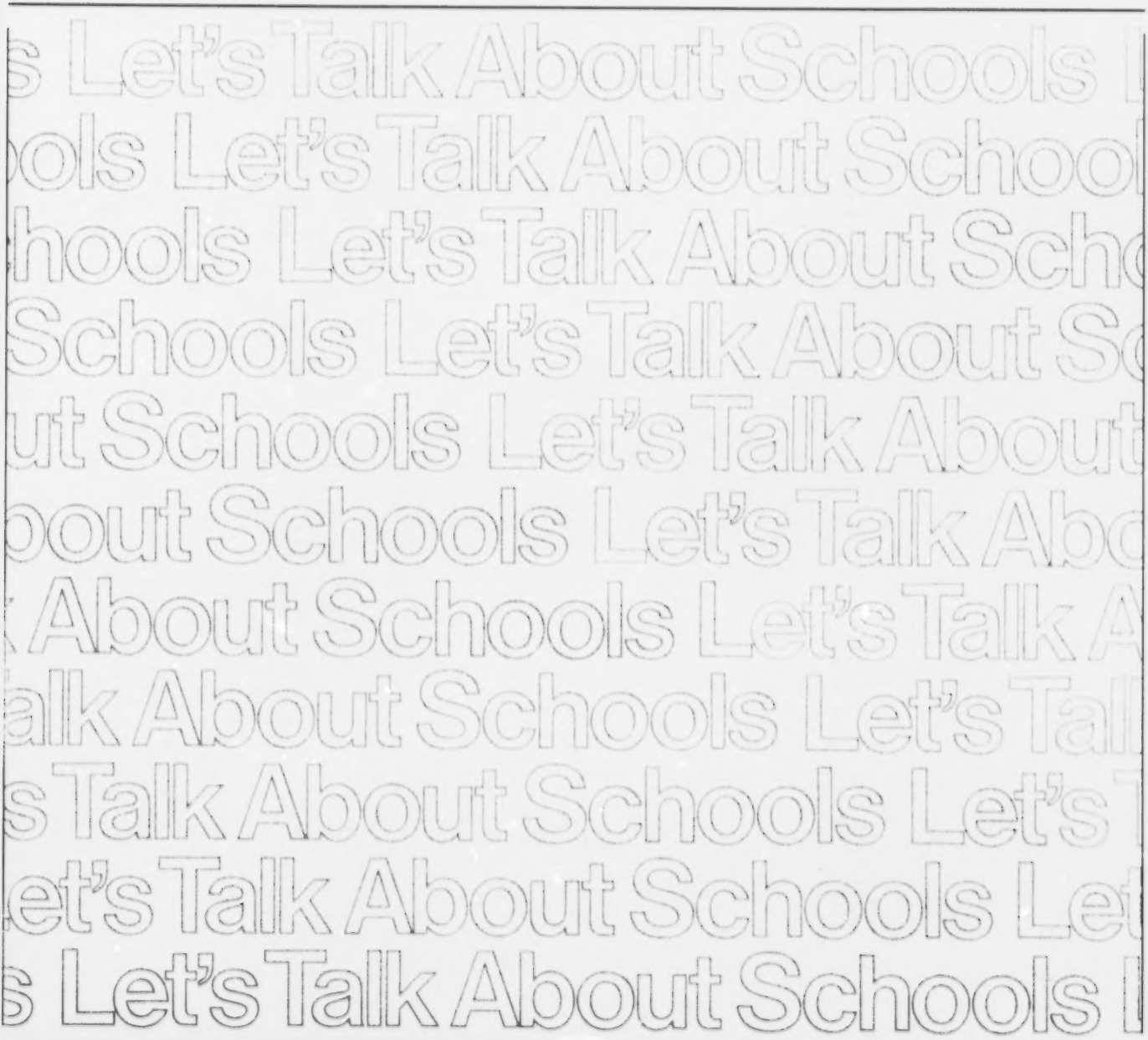
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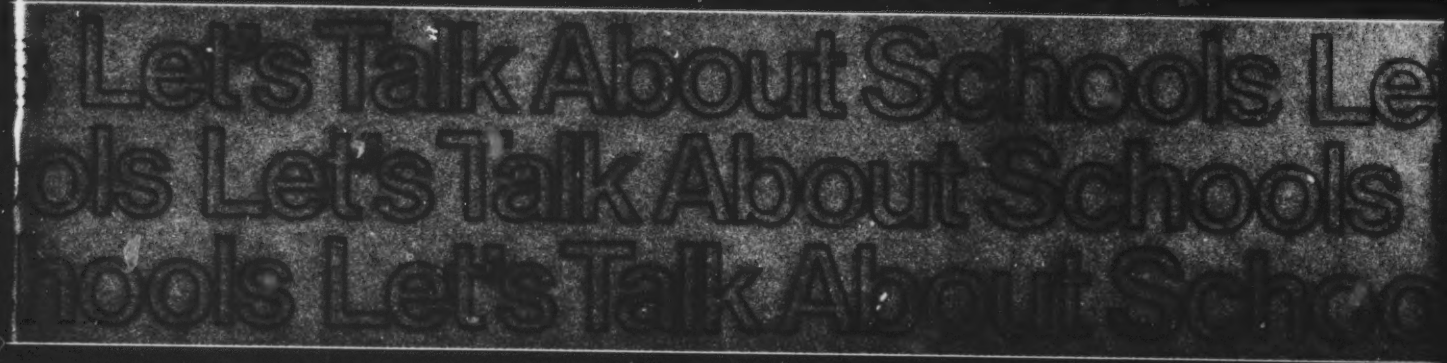
Let's Talk About Schools

Results & Method



This is the second of five booklets which together comprise the full report on ***Let's Talk About Schools.***

The five are:

1. ***Let's Talk About Schools: Summary and Highlights***
2. ***Let's Talk About Schools: Results and Method***
3. ***Let's Talk About Schools: Gallup Survey***
4. ***Let's Talk About Schools: Contributors***
5. ***Let's Talk About Schools: A Discussion Paper on British Columbia Schools*** *(Reprint)*

For the full report, write:

Let's Talk About Schools
Ministry of Education
Parliament Buildings
Victoria, B.C.
V8V 2M4

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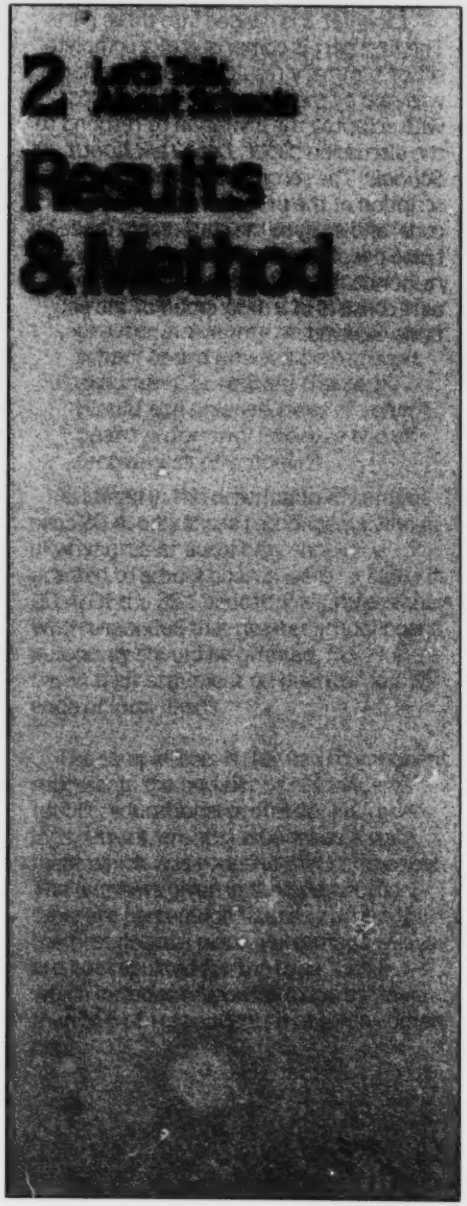

Booklet 2 is divided into three parts. The first part is comprised of a complete set of summary results reflecting what was said by the individuals and groups who accepted the invitation to respond to the discussion paper, ***Lets Talk About Schools***. The second part contains a description of the procedures used to collect, code, and analyze the statements made by these people, and includes a description of respondents' characteristics. The third part consists of a description of the petitions received.

I. SUMMARY RESULTS TABLE

The Summary Results Table in Part I contains a description of the final coding system and the percentage frequencies for each of the components and codes in the final system. These percentages are reported separately for the general public and educational professionals who completed response documents, as well as for meetings, for letter writers, and for groups. This material is organized according to the order used in the discussion paper. The first part, *Schools and Society*, includes six areas of discussion and 19 questions; the second, *School Governance, Management, and the People in the System*, involves seven discussion areas and 22 questions. One additional issue raised by respondents and related to religion in schooling is then presented. To facilitate references to other booklets, the same numbering system used in the discussion paper is employed in the Summary Results Table.

Example A

2. Are all of these goals of equal importance?

The percentages for this question appear in the two lower panels on the first page of the Summary Results Table. First, the question stated above appears in the first part, *Schools and Society*. Second, it is within the discussion area Goals of Education and Schooling. To reflect accurately responses made to this question, two coding components were required. These are shown as 2.1 Degree of Importance and 2.2 Relative Importance. Three different responses were coded in component 2.1: "equal importance," "not certain," "not of equal importance."

In total, 2,068 members of the public made statements which were coded according to one of the three codes. Slightly more than half, 51.5%, indicated that the goals were of equal importance; 46.0% indicated they were not. Of the 92 meeting forms which contained statements about the importance of goals, 59.7% included a statement that the goals were of equal importance; 35.9% contained a statement to the effect that the goals were not equally important.

Example B

4. What should be taught and learned in schools?

As reported, 77.7% of the 2,797 members of the public specified at least one subject, topic, or process related to the intellectual development of pupils. They were, therefore, coded in at least one of the following categories: Academic Subjects, Foreign Languages, Liberal Arts, and Thinking Skills. The total percentage across these codes is 104.6%, not 77.7%. This difference is explained by the fact that multiple responses were allowed in component 4.1. Many respondents mentioned at least two of the four coded responses, which were coded in the appropriate categories. Each respondent, however, was counted only once to obtain the percentage for Total Academic.

Example C

20. Is the separation of authority to govern the public schools suitable in light of current conditions? Should school board requests for greater autonomy be met? Should school board powers be reduced, expanded, or remain the same? Would the enlargement of school board autonomy improve the effectiveness of schools?

As stated in the description of component 20.4, only those respondents who indicated greater autonomy should be granted to school boards were included in 20.4. Of the 351 educational professionals who responded that greater school board autonomy should be granted, 58.4% based their argument on districts' knowledge of local needs.

The sample size, **N**, for each component represents the number of respondents (public, educational professionals, meetings, letters, groups) who made a statement which was coded in that component. The numbers given in the body of the table are percentage figures, correct to the first decimal place. Percentage values are not reported for the code "Other," which includes responses made by fewer than 5% of respondents in a given component.

SCHOOLS AND SOCIETY

2.2 Goals of Education and Schooling

		[illegible]	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	[illegible]	LETTER WRITERS	[illegible]
1.	***Do these goals for education*** *(outlined in the Let's Talk About Schools discussion paper)* ***accurately reflect our society's beliefs?***					
1.1	***Extent of Agreement:***	[illegible]	N = 969	[illegible]	N = 33	[illegible]
	Yes	[illegible]	64.9	[illegible]	48.5	[illegible]
	Partially (Qualified yes)	[illegible]	8.6	[illegible]	3.0	[illegible]
	No	[illegible]	14.8	[illegible]	30.3	[illegible]
	No Societal Consensus	[illegible]	5.4	[illegible]	15.2	[illegible]
	Other ("motherhood statements," not sure)					
2.	***Are all of these goals of equal importance?***					
2.1	***Degree of Importance***	[illegible]	N = 559	[illegible]	N = 18	[illegible]
	Equal Importance	[illegible]	55.1	[illegible]	55.6	[illegible]
	Not Certain	[illegible]	2.3	[illegible]	0.0	[illegible]
	Not of Equal Importance	[illegible]	42.6	[illegible]	44.4	[illegible]
2.2	***Relative Importance:***	[illegible]	N = 91	[illegible]		[illegible]
		[illegible]	Int. Soc. Hum. Voc.	[illegible]	Insufficient number of respondents to conduct analysis.	[illegible]
	First	[illegible]	71.4 27.5 34.1 14.3	[illegible]		
	Second	[illegible]	16.5 28.6 18.7 24.2	[illegible]		
	Third	[illegible]	11.0 19.8 18.7 20.9	[illegible]		
	Fourth	[illegible]	1.0 3.3 3.3 16.5	[illegible]		
	Not a Goal	[illegible]	0.0 1.1 1.1 0.0	[illegible]		
	Did not Rank	[illegible]	0.0 19.8 24.2 24.2	[illegible]		
	MEAN RANK:	[illegible]	3.96 3.88 3.89 3.88	[illegible]		
3.	***Which goals of education should schools pursue?***					
3.1		[illegible]	N = 539	[illegible]	N = 42	[illegible]
	All	[illegible]	74.0	[illegible]	52.4	[illegible]
	Some	[illegible]	22.7	[illegible]	42.9	[illegible]
	None	[illegible]	0.4	[illegible]	0.0	[illegible]
	Other (not certain, don't know)					

NOTE: Values given are percentages correct to the first decimal. Percentages for "Other" are not reported.

2.2 Goals of Education and Schooling

	[illegible]	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	[illegible]	LETTER WRITERS	[illegible]
3.2 The respondents ranked the goals in the following order of priority:	N = 680	N = 154	N = 24	N = 42	
	Int. Soc. Hum. Voc.	Int. Soc. Hum. Voc.	Int. Soc. Hum. Voc.	Int. Soc. Hum. Voc.	
First	30.7 18.3 15.1 36.7	90.3 33.8 33.1 26.0	87.5 37.5 25.0 33.3	100.0 53.8 26.7 33.3	Insufficient number of respondents to conduct analysis.
Second	4.6 8.3 7.8 7.0	5.8 12.3 9.7 8.4	4.2 8.3 4.2 0.0	0.0 6.7 6.7 6.7	
Third	4.1 14.8 14.3 11.3	3.9 11.7 11.7 10.4	8.3 16.7 0.0 8.3	0.0 0.0 0.0 0.0	
Fourth	0.3 3.0 3.2 2.5	0.0 0.6 0.0 2.6	0.0 0.0 0.0 0.0	0.0 0.0 0.0 0.0	
Should not pursue	0.0 12.2 12.3 4.3	0.0 6.5 6.5 3.9	0.0 4.3 4.2 0.0	0.0 6.7 6.7 13.3	
Did not rank	0.0 42.2 47.1 36.2	0.0 35.1 39.0 48.7	0.0 33.3 66.7 58.3	0.0 33.3 60.0 46.7	
MEAN RANK:	3.88 2.94 2.86 3.38	3.86 3.36 3.39 3.22	3.96 3.13 3.59 3.60	4.00 3.50 3.17 2.88	

2.3 Curriculum and Instruction

	[illegible]	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	[illegible]	LETTER WRITERS	[illegible]
4. What should be taught and learned in schools?					
4.1	N = 2797	N = 728	N = 537	N = 216	N = 168
The Same Things as Now	9.4	13.3	3.0	2.8	7.8
Academic Subjects (3 Rs, sciences, social studies)	57.8	61.4	49.3	40.7	41.0
Foreign Languages (e.g. French, Chinese)	13.3	10.6	13.2	12.5	18.7
Liberal Arts (general education, humanities)	6.9	9.5	24.6	19.0	20.5
Thinking Skills (problem solving, decision-making, good study habits, research skills)	18.6	24.5	10.4	5.6	7.8
TOTAL ACADEMICS	77.8	74.9	67.8	62.0	66.3
Personal Development (physical education, health, lifeskills, social awareness, values)	36.1	39.3	32.0	31.0	42.2
Fine Arts	18.1	24.6	17.1	19.0	24.5
Special Topics (sex education, drug education, child rearing, driver education, peace education, environment/ecology)	13.4	10.6	11.5	18.1	25.8
Leisure (prepare students for unemployment, time away from work)	3.0	5.8	8.8	9.7	8.0
Communication Skills (comprehension, listening)	8.9	9.6	9.1	2.8	13.8
TOTAL SOCIAL-HUMAN	80.6	55.8	81.8	63.4	85.7
Industrial (trades, home economics)	16.7	17.4	17.3	13.4	16.8
Commercial (business, typing, consumer mathematics)	8.8	9.5	8.7	8.3	9.0

2.3 Curriculum and Instruction

	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	LETTER WRITERS
4.1 (continued)		
Career Training (prepare for career goals and job, work experience, general vocational training)	13.0	25.0
TOTAL VOCATIONAL	28.2	28.2
Computer Technology	22.1	11.1
Canadian Content	2.6	1.4

NOTE: Up to eight responses coded. To avoid multiple counts for Total Academics, Total Vocational, and Total Social-Human, respondents counted once if one or more of component topics coded.

5. How should it be taught? ***5.2***	N = 510	N = 157
Create an Effective Teaching/Learning Environment	14.5	8.9
Use Large Group Instruction (traditional methods [rote, lecture format], structured environment, "as parents were taught")	10.6	3.2
Use Small Group/Individual Instruction (meet individual needs, use small groups, experiential learning, "focus on self-pacing and readiness")	27.5	24.2
Enhance Cooperative/Joint Interaction (promote teacher-pupil interaction through frequent discussions, foster co-operation, minimize competition)	8.0	8.3
Use Variety of Methods and Equipment (flexibility, "no right way — everyone uses own methods")	33.1	10.2
Follow Prescribed Curriculum (follow Provincial guidelines, standardized exams)	7.6	7.0
Use New Technology (use computers and audio-visual equipment, use Knowledge Network)	6.7	3.8
Update Facilities/Equipment/Texts (science labs, vocational wing, improve gyms, stock libraries, provide up-to-date textbooks)	8.4	10.2
Take More Field Trips	4.3	7.6
Stream Pupils (stream pupils into specific programs on basis of ability, or stream within subject)	10.4	11.5
Improve Counselling/Guidance (more and improved counselling, more help in choosing programs and courses)	2.9	5.7

2.3 Curriculum and Instruction

		[redacted]	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	[redacted]	LETTER WRITERS	[redacted]
5.2	*(continued)*					
	Smaller Pupil/Teacher Ratio (fewer pupils per class)	13.0	12.2	19.4	18.5	22.4
	Maintain Discipline (establish guidelines for behaviour, encourage respect for pupils)	11.5	4.7	9.4	14.6	1.4
	Set Long-term Goals (schools should serve future needs)	6.7	7.6	8.0	20.4	20.4
	Other (more homework, less homework, integrate materials over courses, more school time, encourage competition, no split classes, no open area schools, use community experts, fewer field trips)					
6.	***In determining what should be taught and learned in schools, what should be the role of Provincial authorities? Local school boards? Professionals? Parents? The public? Pupils?***					
6.1	***Who should be involved?***	[redacted]	N = 696	[redacted]	N = 118	[redacted]
	All (Provincial authorities, local school boards, professionals, parents, public, pupils)	10.8	11.5	3.9	3.4	16.3
	Provincial Authorities	66.0	67.8	42.5	49.2	63.1
	School Boards	57.9	58.2	40.6	33.1	53.2
	Professionals (professionals, teachers, principals, education experts)	52.7	57.9	31.5	33.1	48.4
	Parents	61.7	55.2	40.3	42.4	41.1
	Public/Business (public, taxpayers, community, business, industry)	28.9	29.6	21.8	19.5	32.8
	Pupils	33.1	30.6	13.5	16.9	23.5
	Other (special interest groups)					

2.3 Curriculum and Instruction

		[redacted]	PROVINCIAL AUTHORITIES	[redacted]	PROFESSIONALS	[redacted]	PUBLIC/ BUSINESS	[redacted]
6.2	***What should the role of each group be?***							
6.21	*General Public*	[redacted]	N = 1741	[redacted]	N = 1390	[redacted]	N = 790	[redacted]
	Assume Major Responsibility	-	8.7	[redacted]	7.3	[redacted]	-	-
	Joint Responsibility	[redacted]	-	-	-	-	-	-
	Overall Supervision	-	7.6	-	-	-	-	-
	Provide Input	[redacted]	5.3	[redacted]	37.8	[redacted]	61.4	[redacted]
	Obtain Input	[redacted]	11.9	[redacted]	8.2	[redacted]	-	[redacted]

2.3 Curriculum and Instruction

	[illegible]	PROVINCIAL AUTHORITIES	[illegible]	PROFESSIONALS	[illegible]	PUBLIC/ BUSINESS	[illegible]
6.21 (continued)							
Set Objectives and Guidelines	-	14.2	-	-	-	-	-
Determine Common Curriculum	21.8	40.0	25.1	33.4	28.5	21.4	15.7
Determine Core Curriculum	-	11.1	-	-	-	-	-
Determine Electives	-	-	22.8	6.0	6.0	-	-
Determine Teaching Methods	-	-	-	23.1	-	-	-
Determine Standards of Achievement and How They Are to Be Measured	-	17.1	-	-	-	-	-
Operate Programs	-	-	11.0	-	-	-	-
Select Courses	-	-	-	-	-	-	13.8
Follow Guidelines	-	-	-	5.4	-	-	9.6
Provide Support	-	-	-	-	10.6	-	-
Be Aware/Knowledgeable	-	-	-	-	9.3	8.5	9.1

NOTE: Percentages within each column indicate, of the respondents who identified that group, what percentage saw a particular role for that group. For example, of the respondents who indicated Provincial authorities should be involved in determining what should be taught and learned (N = 1741), 40.0% suggested that the Provincial authorities should be involved in determining a common curriculum.

Percentages less than 5% are not reported.

	[illegible]	N = 472	[illegible]	N = 403	[illegible]	N = 206	[illegible]
6.22 Educational Professionals							
Assume Major Responsibility	-	6.8	-	11.7	17.4	-	-
Joint Responsibility	10.0	-	-	-	-	-	-
Overall Supervision	-	8.3	-	-	-	-	-
Provide Input	[illegible]	-	16.3	33.8	52.9	70.4	25.9
Obtain Input	[illegible]	13.3	14.0	5.7	-	-	-
Set Objectives and Guidelines	[illegible]	18.6	-	-	-	-	-
Determine Common Curriculum	[illegible]	42.4	28.9	38.7	28.2	24.3	16.0
Determine Core Curriculum	-	16.3	-	-	-	-	-
Determine Electives	-	-	[illegible]	-	-	-	-
Determine Teaching Methods	-	-	-	23.6	-	-	-
Determine Standards of Achievement and How They Are to Be Measured	-	11.2	-	-	-	-	-
Operate Programs	-	-	[illegible]	-	-	-	-
Select Courses	-	-	-	-	-	-	[illegible]
Follow Guidelines	-	-	-	7.4	-	-	-
Provide Support	-	-	-	-	[illegible]	7.3	-
Be Aware/Knowledgeable	-	-	-	-	[illegible]	7.8	-
6.23 Meetings		N = 154	[illegible]	N = 114	[illegible]	N = 79	[illegible]
Assume Major Responsibility	-	-	[illegible]	6.1	[illegible]	-	-
Joint Responsibility	-	-	-	-	-	-	-
Overall Supervision	-	5.2	-	-	-	-	-

2.3 Curriculum and Instruction	ALL	PROVINCIAL AUTHORITIES	SCHOOL BOARDS	PROFESSIONALS	PARENTS	PUBLIC/ BUSINESS	PUPILS
6.23 (continued)							
Provide Input	Insufficient number of respondents to conduct analysis.	6.5	13.6	45.6	65.8	65.8	55.1
Obtain Input		8.4	9.2	6.1	9.6	-	9.2
Set Objectives and Guidelines		9.1	-	-	-	-	-
Determine Common Curriculum		49.4	23.6	55.3	34.9	38.0	20.4
Determine Core Curriculum		23.4	-	-	-	-	-
Determine Electives		11.7	40.0	9.6	11.6	15.2	12.2
Determine Teaching Methods		-	-	12.3	-	-	-
Determine Standards of Achievement and How They Are to Be Measured		14.9	-	6.1	9.2	-	-
Operate Programs		-	-	-	-	-	-
Select Courses		-	-	-	6.8	-	22.4
Follow Guidelines		-	-	-	-	-	-
Provide Support		-	-	-	8.9	-	-
Be Aware/Knowledgeable		-	-	-	11.5	-	-
6.24 Letter Writers		N = 58	N = 39	N = 39	N = 50	N = 23	N = 20
Assume Major Responsibility	Insufficient number of respondents to conduct analysis.	10.3	7.7	12.8	24.0	-	5.0
Joint Responsibility		5.2	7.7	-	6.0	-	10.0
Overall Supervision		10.3	-	-	-	-	-
Provide Input		5.2	23.1	33.3	40.0	69.6	20.0
Obtain Input		13.8	12.8	5.1	-	8.7	-
Set Objectives and Guidelines		15.5	-	7.7	-	-	5.0
Determine Common Curriculum		43.1	20.5	41.0	40.0	34.8	15.0
Determine Core Curriculum		12.1	-	-	-	8.7	-
Determine Electives		5.2	38.5	5.1	-	13.0	5.0
Determine Teaching Methods		-	-	17.9	-	-	5.0
Determine Standards of Achievement and How They Are to Be Measured		5.2	-	7.7	-	-	-
Operate Programs		-	7.7	-	-	-	-
Select Courses		-	-	-	10.0	-	40.0
Follow Guidelines		-	-	-	-	-	10.0
Provide Support		5.2	-	5.1	6.0	-	-
Be Aware/Knowledgeable		-	-	-	8.0	13.0	5.0
6.25 Groups	N = 39	N = 89	N = 78	N = 64	N = 25	N = 46	N = 20
Assume Major Responsibility	-	-	-	-	12.1	-	5.0
Joint Responsibility	-	-	-	-	-	-	-

2.3 Curriculum and Instruction

		PROVINCIAL AUTHORITIES		PROFESSIONALS		PUBLIC/ BUSINESS	
6.25	***(continued)***						
	Overall Supervision	-	10.1	-	-	-	-
	Provide Input	-	-	-	50.0	67.4	-
	Obtain Input	-	17.8	-	-	-	-
	Set Objectives and Guidelines	-	-	-	-	6.5	-
	Determine Common Curriculum	-	20.2	-	6.3	15.2	-
	Determine Core Curriculum	-	48.3	-	45.3	21.7	-
	Determine Electives	-	16.9	-	6.3	6.5	-
	Determine Teaching Methods	-	7.9	-	-	10.9	-
	Determine Standards of Achievement and How They Are to Be Measured	-	-	-	40.6	-	-
	Operate Programs	-	13.5	-	-	-	-
	Select Courses	-	-	-	-	-	-
	Follow Guidelines	-	-	-	-	-	-
	Provide Support	-	11.2	-	7.8	-	-
	Be Aware/Knowledgeable	-	-	-	-	13.0	-

2.4 Diversity in Society and Schools

			EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS		LETTER WRITERS	
7.	***Are our public schools capable of responding to the many and varied needs of the people of British Columbia?***					
7.1			N = 689		N = 59	
	Yes		40.8		25.4	
	No		43.4		64.4	
	Partly		15.2		5.1	
	Other (not sure, uncertain)					
7.4	***What is needed to be capable of responding to these needs?***		N = 384		N = 34	
	Broader Participation (involvement of community groups, business, the family)		6.8		8.8	
	More Local Autonomy (greater power at school board level)		8.6		11.8	
	More Funding (less restraint, fewer cuts, adequate funding)		49.7		41.2	
	Improve Program Offerings (add more courses, widen curriculum choice for students, improve equipment and texts)		15.9		32.4	

2.4 Diversity in Society and Schools	GENERAL PUBLIC RESPONSE DOCUMENTS	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	MEETINGS	LETTER WRITERS	GROUPS
7.4 (continued)					
Focus on Basics (emphasis on 3 Rs, fewer frills, reduce programs)	8.5	6.8	2.9	2.9	2.0
More Individual Attention	26.1	23.2	27.5	35.3	51.0
More Discipline (more formality in schools, pupils have greater respect for teachers)	6.9	3.4	7.2	5.9	4.1
Improve Teaching (improve teacher qualifications, provide greater support for teachers)	11.4	12.5	8.7	8.8	6.1
7.5 Specific programs needed to be capable of responding to needs:	N = 1333	N = 342	N = 262	N = 127	N = 137
Special Needs (generic, non-specific)	30.8	32.2	44.7	24.4	43.3
Learning Assistance (for specific learning disabilities or for students who are having problems overall)	15.2	15.2	25.2	17.3	31.4
Enrichment (accelerated learning programs for gifted pupils and high achievers)	16.4	16.7	30.9	16.5	13.1
Cultural (multiculturalism, more ethnic programs and content)	7.7	9.9	12.2	19.7	23.4
Language (French, Spanish, Mandarin)	7.4	8.5	8.0	9.4	13.1
ESL (English as a second language)	5.3	8.2	6.9	3.1	13.1
Religious	43.7	43.0	15.6	33.1	16.1

NOTE: Preliminary analysis revealed that similar suggestions were made by those respondents coded "yes", "no", "partly" in component 7.1. The results for these subgroups have been combined in components 7.4 and 7.5.

8. Are there other forms of schooling which should be publicly supported? To what extent? How should such forms of schooling be monitored, and by whom?					
8.4 Alternate forms of schooling that should be allowed:	N = 2182	N = 604	N = 274	N = 124	N = 106
Private (independent, private)	70.7	72.5	74.1	71.0	76.4
Home	9.9	7.3	4.7	12.1	13.2
Special Needs (learning disabled, gifted)	8.2	6.1	9.5	7.3	21.7
Vocational (specialized training, apprenticeship)	7.4	8.9	12.4	8.1	6.6
Religious (religious, religious separate)	14.7	12.2	3.8	16.1	14.2
Other within Public System (alternative schools for pupils having difficulties)	5.8	6.8	8.0	8.9	14.2

(continued)

2.4 Diversity in Society and Schools	[illegible]	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	[illegible]	LETTER WRITERS	[illegible]
8.4 *(continued)* Other Forms (distance learning, correspondence, commercial schools for profit, school in other languages, native schools, schools with alternative philosophies)					
8.6 *Of the respondents who would allow private schools and who described the extent to which those schools should be publicly funded:*	[illegible]	N = 281	[illegible]	N = 37	[illegible]
Total Funding	21.0	16.8	12.0	21.6	17.6
Partial Funding	20.5	17.1	16.0	27.1	11.8
No Funding	[illegible]	65.9	72.0	51.3	70.6
8.8 *Of the respondents who indicated public funds should be allocated to private schools, the following payment systems were suggested:*	[illegible]	N = 94	[illegible]		[illegible]
Public Taxes	15.0	10.6	20.6	Insufficient number of respondents to conduct analysis.	0.0
Voucher System	[illegible]	68.1	79.4		100.0
Other (charitable status foundations)					
8.9 *Method of monitoring private schooling:*	[illegible]	N = 123	[illegible]		[illegible]
Provincial Exams (Provincial tests, grade 12 examinations)	[illegible]	35.0	34.5	Insufficient number of respondents to conduct analysis.	20.0
Ensure Followed Curriculum (follow Provincial guidelines, ensure standards are met)	[illegible]	29.3	17.2		[illegible]
Same as the Public Schools	[illegible]	31.7	[illegible]		[illegible]
Other Suggestions (accreditation teams, committee, attendance, university entrance, not necessary)					
9. *Should public choice in schooling be enhanced? If so, how?*					
9.1 *Should public choice in schooling be enhanced?*	[illegible]	N = 453	[illegible]	N = 49	[illegible]
Yes	[illegible]	68.2	[illegible]	83.7	[illegible]
Under Certain Conditions ("Yes, but ...")	[illegible]	7.1	[illegible]	8.2	[illegible]
No	[illegible]	23.6	[illegible]	8.2	[illegible]
Other (uncertain, not sure)					

2.4 Diversity in Society and Schools	[redacted]	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	[redacted]	LETTER WRITERS	[redacted]
9.2 Comments on enhancing public choice:	[redacted]	N = 341	[redacted]	N = 45	[redacted]
Be Responsive to Local Needs	[redacted]	6.2	[redacted]	9.3	[redacted]
Allow Parents to Choose School	[redacted]	14.4	[redacted]	9.3	[redacted]
Provide More Types of Schooling	[redacted]	46.9	[redacted]	53.5	[redacted]
Provide a Broader Curriculum	[redacted]	10.3	[redacted]	23.3	[redacted]
Do Not Base Choice on Ability to Pay	[redacted]	7.9	[redacted]	11.6	[redacted]
Other Comments (allow students and/or parents to choose teacher, provide more electives, advertise alternatives, base choice on ability to pay)					

2.5 Standards of Achievement in Schools	[redacted]	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	[redacted]	LETTER WRITERS	[redacted]
10. What standards should be established for all schools, public and otherwise? Should standards be established for all grades and all subjects? Who should establish these standards? Should standards be monitored? How? By whom?					
10.1 Should standards be established for all schools, public or otherwise?	[redacted]	N = 676	[redacted]	N = 90	[redacted]
Yes	[redacted]	92.5	[redacted]	94.4	[redacted]
No	[redacted]	2.7	[redacted]	1.1	[redacted]
Other (public only, private only, not possible to set standards)					
10.2 What should be the reference group for standards?	[redacted]	N = 247	[redacted]	N = 42	[redacted]
National	[redacted]	18.6	[redacted]	23.8	[redacted]
Provincial	[redacted]	50.6	[redacted]	50.0	[redacted]
District	[redacted]	13.4	[redacted]	2.4	[redacted]
School	[redacted]	7.3	[redacted]	0.0	[redacted]
Individual Student	[redacted]	22.7	[redacted]	19.0	[redacted]
Other Suggestions (international, classroom)					
10.3 Which grades should standards apply to?	[redacted]	N = 218	[redacted]	N = 24	[redacted]
All Grades	[redacted]	67.4	[redacted]	62.5	[redacted]
Elementary	[redacted]	8.7	[redacted]	12.5	[redacted]
Junior Secondary	[redacted]	7.3	[redacted]	12.5	[redacted]
Senior Secondary	[redacted]	16.5	[redacted]	12.5	[redacted]

2.5 Standards of Achievement in Schools	GENERAL PUBLIC RESPONSE DOCUMENTS	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	MEETINGS	LETTER WRITERS	GROUPS
10.4 Which subjects should standards apply to?	N = 1074	N = 212	N = 85	N = 23	N = 34
All Subjects	59.0	44.3	31.6	30.4	58.8
Core Subjects	38.5	52.4	62.1	60.9	41.2
Other Subjects (special education subjects, vocational subjects)					
10.5 What is the basis for the standards?	N = 933	N = 254	N = 139	N = 56	N = 50
Average	6.1	5.5	1.5	1.8	0.0
Higher Than Average	8.4	7.1	6.8	7.1	2.0
Mastery (when specifically stated)	14.7	14.2	12.8	8.9	4.0
Minimum Competence (functionally literate)	22.9	24.8	24.1	16.1	46.0
Honours/Pass/Fail	4.9	5.5	6.0	5.4	6.0
Excellence (highest possible)	33.5	31.1	45.1	66.1	40.0
Other (system based on percentages, guidelines only, present system is fine as is)					
10.6 Who should be involved in setting standards?	N = 1548	N = 399	N = 118	N = 31	N = 57
	Set. Consu.*	Set. Consu.	Set. Consu.	Set. Consu.	Set. Consu.
Province (Ministry of Education)	53.0 1.8	44.6 4.0	44.1 1.7	61.3 0.0	50.9 3.5
School Board (district, central administration)	13.9 3.5	18.8 4.5	9.3 7.6	3.2 0.0	19.3 10.5
Professionals (schools, BCTF, teachers, principals, experts, school administrators)	33.6 7.0	38.3 11.0	32.2 11.9	19.4 6.5	26.3 19.3
Parents	10.8 4.8	9.0 3.5	6.8 5.9	6.5 3.2	17.2 19.3
Broad-based Committee (committee with mixed range of representatives)	5.6 0.4	7.3 0.3	8.5 0.8	3.2 0.0	5.3 0.0
Other Suggestions (Provincial specialist associations, local specialist associations, private schools set own, pupils)					
10.8 Should standards be monitored?	N = 1311	N = 301	N = [illegible]	N = 39	N = [illegible]
Yes	97.1	96.0	97.6	89.7	[illegible]
Other (no, not really, teachers should be monitored)					
10.9 How should they be monitored?	N = [illegible]	N = 162	N = 81	N = 19	N = [illegible]
Government Exams	[illegible]	58.6	[illegible]	68.4	[illegible]
Teacher Tests (exams, tests, unspecified)	[illegible]	30.9	[illegible]	26.3	[illegible]

NOTE: Set. — Set the standards; Consu. — Consultant to assist in setting standards.

2.5 Standards of Achievements in Schools	GENERAL PUBLIC RESPONSE DOCUMENTS	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	MEETINGS	LETTER WRITERS	OTHER
10.9 (continued)					
Classroom Observation (class visits, general assessment)	10.2	14.8	7.8	5.3	25.5
Learning Assessments (Canadian Achievement Tests, Provincial Learning Assessment Program)	8.3	9.9	3.9	15.8	17.6
10.10 By whom should they be monitored?	N = 970	N = 235	N = 50	N = 21	N = 40
Provincial Officials (Ministry)	44.5	39.6	40.0	61.9	60.0
District Officials (Superintendent, district administrators)	13.1	22.1	22.0	4.8	12.5
School Board	20.3	17.0	10.0	23.8	17.5
Principals (school administrators)	11.0	11.5	20.0	9.5	10.0
Teachers (BCTF)	22.7	28.9	26.0	33.3	30.0
Independent Committee (broad-based committee)	7.2	5.5	8.0	0.0	7.5
Parents	13.0	11.1	4.0	9.5	5.0
11. To what extent should Province-wide examinations exist? What purposes can such examinations serve?					
11.1 Should there be Province-wide examinations?	N = 2459	N = 675	N = 280	N = 68	N = 78
Yes	76.5	68.3	69.6	73.5	77.8
No	14.9	19.0	5.0	19.1	14.3
Qualified yes ("Yes, but ...")	7.0	11.3	4.3	7.4	7.8
Other (uncertain, not sure)					
11.2 The following purposes were suggested by the respondents who favoured (yes and qualified yes) Province-wide testing:	N = 1947	N = 379	N = 150	N = 41	N = 58
Use with Standards (way to see if standards and guidelines are being met)	45.7	43.3	42.0	61.0	36.2
Normative Comparisons (how we stand relative to others)	5.8	8.2	10.0	4.9	3.6
Ensure Uniformity (guarantee equality of education throughout the Province/districts, same education for all in B.C.)	20.0	12.4	35.7	24.4	20.4
Ensure the Curriculum is Being Followed	11.7	12.1	4.0	12.2	17.5
Measure Achievement	12.9	14.8	14.0	19.5	17.5

2.5 Standards of Achievement in Schools	[illegible]	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	[illegible]	LETTER WRITERS	[illegible]
11.2 (continued)					
Provide Feedback at Student Level	[illegible]	13.5	[illegible]	7.3	[illegible]
Assist with Student Placement	[illegible]	11.4	[illegible]	9.8	[illegible]
Assist Evaluate/Monitor Students	[illegible]	16.6	[illegible]	19.5	[illegible]
Assist Evaluate/Monitor Teachers	[illegible]	14.5	[illegible]	31.7	[illegible]
Assist Evaluate/Monitor Schools	[illegible]	5.5	[illegible]	4.9	[illegible]
Other Purposes (provide feedback to parents, provide feedback to employers, evaluate/ monitor principals and district staff)					
11.3 The following reasons were given by the respondents who opposed Province-wide examinations:	[illegible]	N = 74			
Inhibit Learning (an ineffective way of testing, too much stress on students, negative effect on testing practices)	[illegible]	55.4	[illegible]	Insufficient number of respondents to conduct analysis.	[illegible]
Teachers Teach to Test	[illegible]	37.8			
Expensive/Waste of Time	[illegible]	25.7			
District/School Responsibility	[illegible]	12.2			
11.4 Which grade should be tested?	[illegible]	N = 211	[illegible]	N = 14	[illegible]
Grade 1	[illegible]	12.3	[illegible]	0.0	[illegible]
Grade 2	[illegible]	12.3	[illegible]	0.0	[illegible]
Grade 3	[illegible]	18.0	[illegible]	7.1	[illegible]
Grade 4	[illegible]	19.0	[illegible]	0.0	[illegible]
Grade 5	[illegible]	14.7	[illegible]	0.0	[illegible]
Grade 6	[illegible]	20.4	[illegible]	7.1	[illegible]
Grade 7	[illegible]	30.8	[illegible]	21.4	[illegible]
Grade 8	[illegible]	28.0	[illegible]	14.3	[illegible]
Grade 9	[illegible]	27.0	[illegible]	21.4	[illegible]
Grade 10	[illegible]	41.7	[illegible]	21.4	[illegible]
Grade 11	[illegible]	40.8	[illegible]	35.7	[illegible]
Grade 12	[illegible]	91.0	[illegible]	71.4	[illegible]
11.5 Which subjects should be examined?	[illegible]	N = 93	[illegible]		[illegible]
All Subjects	[illegible]	14.0	[illegible]	Insufficient number of respondents to conduct analysis.	[illegible]
Academic and Core Subjects	[illegible]	81.8	[illegible]		[illegible]
Other (special education, vocational)					

2.5 Standards of Achievement in Schools	GENERAL PUBLIC RESPONSE DOCUMENTS	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	MEETINGS	LETTER WRITERS	GROUPS
11.7 How should the examinations count toward a final grade? How should they be weighted?	N = 401	N = 156	N = 107		N = 20
Less Than 50%	40.1	55.1	49.5	Insufficient number of respondents to conduct analysis.	50.0
50%	9.7	9.0	12.2		0.0
More Than 50%	6.0	3.2	5.6		0.0
Partial Only	30.4	19.9	4.6		25.0
Not Final (do not count as part of final mark at all)	10.0	7.1	28.0		25.0
12. To what extent should entrance requirements set by post-secondary institutions determine secondary school curricula and standards?					
12.1 Should post-secondary entrance requirements determine secondary curricula and standards?	N = 1714	N = 447	N = 91	N = 30	N = 42
Yes	78.9	68.9	70.4	83.3	71.4
No	18.3	28.6	26.4	16.7	28.6
Other (uncertain, not sure)					

2.6 Technological Innovation and Schools	GENERAL PUBLIC RESPONSE DOCUMENTS	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	MEETINGS	LETTER WRITERS	GROUPS
13. How might technological change affect the schools?					
14. To what extent can schools capitalize upon technological change?					
15. How can schools accommodate this technological change and make it part of school operations and programs?					
16. Are there inherent dangers in accommodating technological change? If so, what are they?					
13.2 and 13.3 Effects of technological change on students:	N = 1128	N = 334	N = 200	N = 71	N = 100
POSITIVE EFFECTS					
More Effective Learning (can enhance learning environment, can improve learning opportunities)	25.1	24.6	24.1	23.1	8.0

2.6 Technological Innovation and Schools

		EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS		LETTER WRITERS	
13.2 and 13.3	*(continued)*				
	More 1:1 Instruction (more individual pacing, meets individual needs, computer assisted instruction)		33.2		46.2
	Greater Access to Materials/Information (vast scope of information available)		8.1		15.4
	Meet Needs of Special Needs Students (can assist those requiring learning assistance and enrichment)		9.6		7.7
	Improve Thinking/Less Memorization (chance to use initiative, develop logic, less rote memorization of facts)		5.1		7.7
	Enhance Home Schooling (provide a variety of aids for students in home schooling, can enhance correspondence courses)		11.7		7.7
	Learn to Cope With Technological Change (must keep up with technological change)		40.4		50.0
	Career Preparation (jobs of future will require knowledge of technology)		11.7		11.5
	NEGATIVE EFFECTS				
	Depersonalization (removes the human touch)		37.7		12.7
	Damage Teacher/Pupil Relationship (machines can't take the place of teachers)		15.6		5.6
	Dependence on Machines (leads to reduced learning, undermines ability to think, hinders learning the basics)		31.1		9.9
13.4	***Where should computers be introduced?***		N = 71		
	Elementary (grades K - 7)		36.6		
	Junior Secondary (grades 8 - 10)		12.7		
	Senior Secondary (grades 11 - 12)		4.2		Insufficient number of respondents to conduct analysis.
	Secondary (grades 8 — 12)		14.1		
	Don't Introduce (too costly, can't keep up with changes)		29.6		

2.6 Technological Innovation and Schools	[illegible]	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	[illegible]	LETTER WRITERS	[illegible]
13.5 and 13.6 Effects of technological change on teachers:	[illegible]	N = 141	[illegible]		[illegible]
POSITIVE EFFECTS					
Fewer Teachers	12.3	4.3	6.1	Insufficient number of respondents to conduct analysis.	0.0
More Productive Teachers (teachers can spend more time on most important aspects of job, teachers can utilize time to its optimum)	24.3	24.1	10.2		13.8
Removes Drudgery (eliminates repetitive tasks, less time spent on boring jobs)	12.3	29.1	10.2		10.3
More Teaching Aids (improve teaching methods, techniques)	61.4	53.9	77.6		69.7
Greater Access to New Ideas	6.3	5.7	0.0		0.0
NEGATIVE EFFECTS					
Fewer Teachers	76.7	58.9	69.9		69.0
13.7 and 13.8 Effects of technological change on administration/operations:	[illegible]	N = 141	[illegible]	N = 11	[illegible]
POSITIVE EFFECTS					
Cost Savings (operation of school and administration will be more effective and efficient, money can be saved)	18.0	9.9	16.9	37.5	25.1
Greater Productivity (less time spent on repetitive tasks, time used more constructively)	36.2	46.8	18.9	75.0	49.2
NEGATIVE EFFECTS					
Can't Keep Up-to-Date (changes in equipment occur too rapidly, overnight obsolescence)	43.9	38.3	35.4	27.3	28.1
Too Costly (equipment expensive to purchase and maintain, retraining costly)	45.6	47.5	38.1	54.5	38.4
Loss of Curriculum Areas (when computers introduced, time demands detract from other subjects/programs)	13.0	12.8	4.6	9.1	4.2
Loss of Jobs	1.8	3.5	1.6	0.0	7.7
Health Hazards (safety factors must be considered, still much unknown about health risks)	1.8	7.8	1.6	9.1	0.7

2.6 Technological Innovation and Schools	[illegible]	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	[illegible]	LETTER WRITERS	[illegible]
13.9 What is needed to be effective?	[illegible]	N = 969	[illegible]	N = 482	[illegible]
Increase Accessibility to Students (place computer in all schools/classrooms subject areas, access for all students)	100.0	100.0	100.0	100.0	100.0
Implement with Planning (don't overdo, don't jump on the bandwagon)	12.8	15.9	3.9	2.1	5.7
Keep Up-to-date Technology (stay current, maintain up-to-date software and hardware)	16.7	17.6	6.1	0.8	10.1
Update Teachers (provide in-service training for teachers, encourage teachers to take computer courses to upgrade their qualifications)	8.8	13.6	3.2	2.1	6.6
Teach Computers in General (computer skills should be taught)	19.2	16.6	10.0	5.0	8.5
Need Provincial Involvement (Province should establish guidelines, give direction)	3.7	6.2	1.7	0.6	4.7
Adapt Curriculum (use present curriculum to accommodate computers, integrate computers into existing subject areas)	8.3	9.9	2.2	2.9	7.0
Teach Basics First (do not ignore core subjects, good foundations in basics is needed, keep basics a priority)	8.8	6.2	3.6	1.2	3.8
Other Suggestions (implement slowly, implement as fast as possible, need district involvement, need locally developed software, greater sharing of software, teachers should accept computers, integrate with industry, establish communication networks, teach ethics of computer use, encourage girls to participate, hire computer specialist)					

2.7 School-Community Relations

		[redacted]	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	[redacted]	LETTER WRITERS	[redacted]
17.	*To what extent should parents and other members of the community be involved with schools, and to what extent should schools be involved in the life of the community?*					
18.	*How can school-community relations be strengthened?*					
19.	*What should be areas of consultation for trustees, school professionals, parents, and the community?*					
17.1	*To what extent should parents and other members of the community be involved with schools?*	[redacted]	N = 412	[redacted]	N = 30	[redacted]
	More Than Now	[redacted]	28.1	[redacted]	50.0	[redacted]
	As Now	[redacted]	5.3	[redacted]	0.0	[redacted]
	Less Than Now	[redacted]	2.9	[redacted]	0.0	[redacted]
	As Much as Possible	[redacted]	52.5	[redacted]	46.7	[redacted]
	Other (uncertain, not sure)					
17.2	*To what extent should schools be involved in the life of the community?*	[redacted]	N = 261	[redacted]	N = 14	[redacted]
	More Than Now	[redacted]	22.8	[redacted]	35.7	[redacted]
	As Now	[redacted]	7.7	[redacted]	0.0	[redacted]
	Less Than Now	[redacted]	6.1	[redacted]	0.0	[redacted]
	As Much as Possible	[redacted]	56.9	[redacted]	50.0	[redacted]
	Other (uncertain, not sure)					
17.3	*How can school-community relations be improved?*	[redacted]	N = 672	[redacted]	N = 94	[redacted]
	Increase Communication (keep parents/ community informed through meetings, bulletins, newspapers, provide more specific details and facts about schools)	[redacted]	67.6	[redacted]	42.6	[redacted]
	Encourage Parent Advisory Committee (encourage consultative groups, PTA)	[redacted]	20.5	[redacted]	10.6	[redacted]
	Schools Responsive to Community (relate to needs of community, know community better and adapt)	[redacted]	13.7	[redacted]	7.4	[redacted]
	Community Use of Schools (allow community greater access for sports, bazaars, bingos, encourage use of library and other facilities)	[redacted]	18.2	[redacted]	5.3	[redacted]

2.7 School-Community Relations	[illegible]	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	[illegible]	LETTER WRITERS	[illegible]
17.3 (continued)					
Open Schools to Parents Visits (encourage open-door policy, make parents feel welcome, hold open houses and parents' nights, make community welcome)	[illegible]	23.4	[illegible]	7.4	[illegible]
Teachers Stay Out of Politics (politics do not belong in the classroom, stick to the role of teacher)	[illegible]	5.8	[illegible]	3.2	[illegible]
Use Local Community Resources (use community specialists to lecture, demonstrate a specific skill, lead a field trip, introduce a hobby, augment an arts and crafts program)	[illegible]	11.0	[illegible]	12.8	[illegible]
Volunteer Work by Students (get students involved in community, encourage community awareness in students, students can help in play schools, libraries, hospitals, senior citizen homes)	[illegible]	4.9	[illegible]	11.7	[illegible]
More Local Control (let local community have more say, parents and community should have chance to vote on major issues, ought to be less Provincial control and interference)	[illegible]	4.6	[illegible]	5.3	[illegible]
Adult Education (offer a variety of night school courses for adults in the community, encourage adult upgrading)	[illegible]	4.9	[illegible]	13.8	[illegible]
Community Schools (such schools can be complete learning centre for whole community)	[illegible]	6.3	[illegible]	2.1	[illegible]
Other Suggestions (teacher should visit pupils' homes, teachers should be more available, parents should have more say on who is hired/fired, monitor teachers, insist on improved student behaviour, teachers show more respect for parents, parents show more respect for teachers)					
17.5 In what areas of schooling should each be involved?	[illegible]	N = 439	[illegible]	N = 54	[illegible]
Goals and Philosophy (setting goals and philosophy of school)	[illegible]	16.4	[illegible]	11.1	[illegible]
Curriculum: General (programs, courses)	[illegible]	22.8	[illegible]	11.1	[illegible]
Curriculum: Local (choice of electives, options relevant to local needs)	[illegible]	14.4	[illegible]	14.8	[illegible]
Standards (set up and monitor standards, encourage regular assessments, ensure guidelines are followed)	[illegible]	6.2	[illegible]	5.6	[illegible]

2.7 School-Community Relations	GENERAL PUBLIC RESPONSE DOCUMENTS	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	MEETINGS	LETTER WRITERS	GROUPS
17.5 (continued)					
Special Topics (range of topics beyond curriculum, e.g. sex education, driver education, drug-abuse programs)	8.2	9.3	6.5	3.7	7.5
Instructional Assistants (such as teacher aides, markers, recess monitor)	9.6	12.1	6.9	11.1	10.3
Instructional Resource (use community experts as resource people — for field trips, demonstrations, background information)	8.1	11.6	9.1	13.0	9.3
Volunteer Work (donate time, talents, energies)	14.7	13.4	16.4	16.7	8.3
Extra-Curricular Activities (activities, events, projects not done during class time, sports, plays, camping)	19.7	15.0	8.2	7.4	11.2
Discipline	25.4	21.2	35.3	31.5	16.8
Fund-raising (hot dog days, bazaars, bake sales, bingo)	6.6	7.7	6.5	0.0	3.7
Active in School Social Functions (attend plays, dances, fairs, sports events, "all special events")	8.0	7.3	5.6	1.9	5.6
Governing Policy (governance)	4.2	7.5	1.7	3.7	14.0
Budgets (school and district budgets in general)	18.3	17.8	19.0	9.3	21.5
Use of Facilities (night school, community use — sports, fairs)	12.3	13.4	6.5	5.6	3.7

SCHOOL GOVERNANCE, MANAGEMENT, AND THE PEOPLE IN THE SYSTEM

3.1 Legislative Provisions for School Governance and Management

		[redacted]	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	[redacted]	LETTER WRITERS	[redacted]
20.	***Is the separation of authority to govern the public schools suitable in light of current conditions? Should school board requests for greater autonomy be met? Should school board powers be reduced, expanded, or remain the same? Would the enlargement of school board autonomy improve the effectiveness of schools?***					
20.3	***Should school board requests for greater autonomy be met?***	[redacted]	N = 600	[redacted]	N = 66	[redacted]
	Yes, Greater Autonomy (school boards should be granted more autonomy, autonomy should be increased some or a little, should return to conditions prior to restraint)	[redacted]	79.6	[redacted]	77.3	[redacted]
	No, Remain the Same (status quo is fine)	[redacted]	11.7	[redacted]	9.1	[redacted]
	No, Less Autonomy (school boards have too much autonomy now)	[redacted]	4.7	[redacted]	7.6	[redacted]
20.4	***Respondents who suggested school boards be granted greater autonomy provided the following reasons:***	[redacted]	N = 351	[redacted]	N = 28	[redacted]
	Increase School Effectiveness (increased autonomy will improve/enhance effectiveness of schools, will enhance learning, will improve overall operations of schools)	[redacted]	32.5	[redacted]	17.9	[redacted]
	Districts Know Local Needs (districts represent the community, are involved more closely with community, Provincial Government is distant/too far removed to be aware of various local needs)	[redacted]	58.4	[redacted]	50.0	[redacted]
	Increased Accountability (boards can be more accountable if have more say in financial decisions)	[redacted]	10.3	[redacted]	25.0	[redacted]
	Stay within Provincial Guidelines (to prevent deviation from Provincial standards)	[redacted]	6.0	[redacted]	7.1	[redacted]

3.1 Legislative Provisions for School Governance and Management

	[illegible]	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	[illegible]	LETTER WRITERS	[illegible]
21. What processes and mechanisms might be devised to ensure that the Provincial Government and school boards remain accountable to society at large, and responsive to the needs of local communities?					
21.1	N = 1651	N = 491	N = 213	N = 78	N = 116
Increase Public Awareness (more meetings, more publicizing of reports, more communication)	24.5	20.2	30.0	28.2	34.8
More Consultation (seek more input from all concerned — parents/teachers/trustees, seek and consider suggestions, exchange ideas)	15.8	15.5	16.9	17.9	16.1
Greater Use of Public Meetings (to provide more two-way communication, as forums for public debate, discussion)	9.0	5.7	4.2	5.1	11.3
Publish Reports on Budget, Performance (let public in on financial decisions, publish exam results, school standards)	10.7	8.1	16.9	3.8	10.4
More Honesty, Openness (tell it how it really is, make more facts available)	10.5	10.2	14.1	14.1	9.6
Government to Be More Accountable (more responsive to public, more answerable)	7.9	5.7	17.4	12.8	13.9
Board to Be More Accountable (more responsive to public, more answerable)	6.8	4.1	0.0	0.0	0.0
Provincial Standard Set by Government (Government to set basic requirements, guidelines)	3.8	3.9	0.5	1.3	0.9
Transfer Control to Local Level (let school board set own budget, board is more accountable to community and should have greater decision-making power)	19.0	18.7	16.9	9.0	17.4
Elections/Voting (more frequent elections desirable, voting must be democratic)	29.3	28.9	7.5	9.0	25.2
Remove Politics between Boards and Ministry (keep politics out of education)	14.6	13.4	13.6	37.2	26.9
Qualified Minister of Education (Minister should be informed, should be knowledgeable about education)	4.7	7.1	3.8	5.1	3.5

3.1 Legislative Provisions for School Governance and Management	GENERAL PUBLIC RESPONSE DOCUMENTS	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	MEETINGS	LETTER WRITERS	GROUPS
21.1 (continued)					
Other Suggestions (create an impartial Advisory Board of Education, use local district advisory committees, limit number of terms elected personnel may serve, allow public to vote on major financial issues, require publication of political affiliation of school board candidates, adopt ward system, remove school boards, ensure more frequent reviews of education, act in pupils' interest; public has right to withhold taxes, system is fine as is)					
22. Is the current system of political accountability satisfactory or should new instruments of accountability, such as recall and local initiative, be considered?					
22.1 Is the current system of political accountability satisfactory?	N = 1040	N = 290	N = 56	N = 14	N = 37
Yes (no change needed)	25.5	31.7	19.6	0.0	37.8
No (change needed)	62.4	53.1	71.4	100.0	43.2
Little or No Accountability in Present System	11.3	12.8	8.9	0.0	18.9
Other (uncertain, not sure)					
22.2 What new instruments of accountability, such as recall and local initiative, should be considered?	N = 861	N = 234	N = 85	N = 24	N = 45
Recall	21.8	17.5	14.0	16.7	11.1
No Recall	2.6	7.7	4.7	4.2	13.3
Local Initiative (referenda)	41.9	32.5	18.6	16.7	11.1
No Local Initiatives (no referenda)	4.2	8.5	19.8	0.0	28.9
Recall at Provincial Level (recall of Provincial Education Minister)	6.4	5.1	7.0	4.2	0.0
Restore Local Control (give boards more say, decrease Provincial interference, decentralize the system)	26.7	31.2	38.5	41.7	35.6
More Complete Explanations of Educational Decisions (government must be more accountable to public, government must give more facts to public)	3.6	6.4	6.1	4.2	26.7

3.1 Legislative Provisions for School Governance and Management	[illegible] PUBLIC	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	[illegible]	LETTER WRITERS	[illegible]
22.2 (continued)					
Other Suggestions (impartial committee to oversee education, use Provincial inspectors, fixed dates for elections, avoid conflicts of interest)					
23. Should individual schools be permitted to have a school council made up of parents and other community members? To what extent should such councils have powers delegated by school boards?					
23.1 Should individual schools be permitted to have a school council made up of parents and other community members?	N = 1043	N = 507	N = 148	N = 24	N = [illegible]
Yes	80.1	75.5	92.6	79.2	75.8
No	14.7	18.5	6.8	12.5	7.0
Other (up to individual schools, undecided, unsure)					
23.2 Those who supported the concept of school councils provided the following suggestions for the role and power of these councils:	N = 1286	N = 318	N = 169	N = 17	N = 46
ROLE:					
Advise Board (make recommendations, have a stronger voice in education)	39.8	45.3	49.1	17.6	47.9
Liaison (greater exchange between parents/ teachers/community/schools, chance to be heard)	31.7	26.7	13.9	23.5	28.2
Say in Classroom and Classroom Operations (give parents greater say in course selection, programs, student behaviour, and management; give parents input into field trips, sports, social events)	7.4	4.7	5.8	11.8	6.3
POWER:					
Considerable Power (councils should have more/ lots/considerable power — should have power to hire/fire)	20.2	17.9	19.9	35.3	14.9
Limited Power (school councils should be involved only in decisions at school level)	12.3	13.8	11.1	0.0	6.3
No Power (councils should not be given any specific powers or authority)	8.5	12.3	7.4	5.9	10.1

3.1 Legislative Provisions for School Governance and Management	[illegible] PUBLIC [illegible]	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	[illegible]	LETTER WRITERS	[illegible]
23.2 (continued)					
Other Suggestions (to develop school budget and increase school accountability; school boards are sufficient, don't need another level of government, should be elected, would be subject to local pressures, would weaken role of professionals, could lead to friction, would lead to inequality among schools, would not be knowledgeable or qualified)					

3.2 Key Governance and Management Issues 3.21 Labour Relations	[illegible] PUBLIC [illegible]	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	[illegible]	LETTER WRITERS	[illegible]
24. Should all school board employees be covered by the same collective bargaining rules?					
24.1	N = 1391	N = 478	N = 71	N = 15	N = 36
Yes	48.5	41.4	43.7	60.0	36.1
No	43.7	51.3	52.1	26.7	58.3
Other (no unions in schools, undecided)					
Analysis of comments made in response to this question revealed that some respondents referred to all school board employees while others referred to teachers and administrators (principals). For this reason, no further analysis of comments was conducted.					
25. Should the present system of bargaining be retained? If not, how should it be changed? Should the scope of bargaining be expanded?					
25.2 Should the present system of bargaining be retained?	N = 729	N = 289	N = 55	N = 17	N = 35
Yes (teachers negotiate with boards, bargain at local level)	43.0	41.9	32.8	11.8	34.3
No	55.0	57.1	65.4	88.2	62.9
Other (do not know, not sure)					

3.2 Key Governance and Management Issues 3.21 Labour Relations	GENERAL PUBLIC RESPONSE DOCUMENTS	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	MEETINGS	LETTER WRITERS	GROUPS
25.3 *How should the system of bargaining be changed?*	N = 721	N = 304	N = 90	N = 30	N = 50
Remove Compensation Stabilization Program (CSP/Ed Peck should have no say — should not be able to override decisions between board and teachers)	20.4	39.8	34.4	23.3	44.0
Bargain at Provincial Level (wage levels be set by Province, Provincial pay scales, uniform pay scales, include incentives for rural areas)	22.2	19.7	17.8	30.0	12.0
Bargain at District Level (prefer system prior to restraint/CSP/Ed Peck, settle at district level wthout influence of CSP or Ed Peck)	7.1	7.6	3.3	6.7	18.0
Full Collective Bargaining Rights (bargaining rights as described in Labour Code)	9.3	10.9	20.0	23.3	38.0
Negotiate/Mediate/Arbitrate (present system but without CSP or Ed Peck)	8.7	12.5	10.0	6.7	22.0
Treat Teachers Individually (base teachers' salaries on performance, pay according to merit system)	13.3	4.6	4.4	10.0	4.0
Other Suggestions (boards set wage levels, have pre-determined wage scale set according to tax base/ability to pay, bargain at zone/ regional level, base separation/re-hiring on merit, not seniority, should be no tenure; current system is too confrontational)					
25.4 *Should the scope of bargaining be expanded?*	N = 319	N = 166	N = 43	N = 12	
Yes	65.8	81.9	86.0	91.7	Insufficient number of respondents to conduct analysis.
No	32.3	17.5	14.0	8.3	
Other (uncertain, not sure)					
26. ***Should compulsory and binding arbitration be retained for teachers? Should strikes and lockouts be permitted as an alternative to arbitration?***					
26.2 *Should compulsory and binding arbitration be retained for teachers?*	N = 1,288	N = 415	N = 98	N = 21	N = 35
Yes	57.4	57.8	60.8	47.6	65.7
Yes, but Remove Compensation Stabilization Program	8.0	20.0	21.7	9.5	14.3
Yes if Impartial	8.1	8.2	5.4	19.0	8.7

3.2 Key Governance and Management Issues 3.21 Labour Relations		EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS		LETTER WRITERS	
26.2	*(continued)*				
	No	12.3		23.8	
	Other (not sure)				
26.3	***Should strikes and lockouts be permitted as an alternative to arbitration?***	N = 482		N = 43	
	Yes (providing alternate forms of schools — e.g. private/church — are available, compulsory arbitration solves nothing)	17.2		11.6	
	No (teachers are professionals, not acceptable given captive client, students must not be held ransom — nor become pawns, schools should be considered an essential service)	76.1		83.7	
	Other Comments (allow work-to-rule, strikes should be allowed only as a last resort, force a cooling-off period, allow the hiring of substitutes)				

3.1 Key Governance and Management Issues 3.22 Financing Provincial Schools		EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS		LETTER WRITERS	
27.	***Who should set the levels of school board spending? The Province? Local school boards? The Province and school boards together?***				
27.1		N = 692		N = 41	
	Province (with advice from an advisory board, in consultation with others, the Province should provide the basic levels of funding)	11.7		31.7	
	School Boards (since they are responsible for administrating the curriculum, hiring teachers)	20.7		19.5	
	Province and School Board (joint effort with each party having equal say)	58.1		43.9	
	School Board within Provincial Guidelines (but Province sets final amount, Province establishes guidelines, Province is the authority)	5.9		2.4	
	Other Comments (Province and municipalities, school board and municipalities, independent committee/Advisory Board of Education, taxpayers, Province and boards, but boards should have final say)				

3.2 Key Governance and Management Issues
3.22 Financing Provincial Schools

		[illegible]	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	[illegible]	LETTER WRITERS	[illegible]
28.	***Should school boards be allowed to raise taxes above those required to sustain basic levels of school service determined by the Province?***					
28.1		[illegible]	N = 619	[illegible]	N = 46	[illegible]
	Yes	[illegible]	52.3	[illegible]	45.7	[illegible]
	No	[illegible]	43.5	[illegible]	52.2	[illegible]
	Other (perhaps, uncertain, not allowed to)					
28.2	***The following comments were made by respondents who indicated boards should be allowed to raise taxes above those required to sustain basic levels of school service as determined by the Province:***	[illegible]	N = 209	[illegible]	N = 17	[illegible]
	If Provincial Funding Inadequate for Basic Level of Services (not enough to meet basic needs	[illegible]	2.4	[illegible]	0.0	[illegible]
	Province to Fund Basic Level Of Service, Boards to Fund Specific Local Needs (boards can raise taxes to meet local needs, to provide frills)	[illegible]	21.5	[illegible]	35.3	[illegible]
	Province Should Provide More Than Just Basic Level (Province should not just provide minimum levels of funding, Provincial funds should cover more than basic needs, boards should not have to raise taxes, levels provided by Province should be realistic; raise general taxes if necessary)	[illegible]	5.7	[illegible]	7.0	[illegible]
	With Upper Limit Placed on Boards (e.g., 5 or 10%, two or three mills)	[illegible]	7.7	[illegible]	0.0	[illegible]
	By Referendum	[illegible]	36.8	[illegible]	41.2	[illegible]
	With No Referendum	[illegible]	9.1	[illegible]	11.8	[illegible]
	Tax Commercial Property	[illegible]	15.3	[illegible]	5.9	[illegible]
	Other Comments (only if poorer districts are compensated, not for teacher salaries, only with consultation, municipality should raise taxes — not board; employ a user-pay system, exclude homeowners with no children, would lead to inequalities in other social services)					

3.2 Key Governance and Management Issues 3.22 Financing Provincial Schools	[redacted]	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	[redacted]	LETTER WRITERS	[redacted]
28.2 The following comments were made by respondents who indicated boards should not be allowed to raise taxes:	[redacted]	N = 141	[redacted]	N = 16	[redacted]
Province Should Provide More Than Just the Basic Level	[redacted]	9.2	[redacted]	6.2	[redacted]
Will Lead to Inequalities Among Districts	[redacted]	34.0	[redacted]	56.2	[redacted]
29. Is the goal of equality in schooling best served by the Province's establishing a basic level of service that must be provided in all school districts?					
29.1	[redacted]	N = 555	[redacted]	N = 37	[redacted]
Yes	[redacted]	81.6	[redacted]	89.2	[redacted]
No	[redacted]	16.9	[redacted]	10.8	[redacted]
Other (probably, not sure)					
29.2 The following comments were made by respondents who indicated that the Province should establish a basic level of service for all districts to ensure equality in schooling:	[redacted]	N = 200	[redacted]	N = 20	[redacted]
Provides Uniformity (ensures equality for all groups/districts)	[redacted]	15.0	[redacted]	20.0	[redacted]
For Basic Academic Subjects (3 Rs, core curriculum)	[redacted]	8.0	[redacted]	5.0	[redacted]
Recognize Different Needs Exist among Districts (districts not all the same)	[redacted]	51.0	[redacted]	75.0	[redacted]
Boards Raise Funds to Meet Local Needs (provide "frills")	[redacted]	15.5	[redacted]	15.0	[redacted]

3.2 Key Governance and Management Issues
3.23 School District Budgets

	[redacted]	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	[redacted]	LETTER WRITERS	[redacted]
30. Should funds to schools be targeted for specific purposes?					
30.1	[redacted]	N = 557	[redacted]	N = 18	[redacted]
Yes	[redacted]	48.5	[redacted]	61.1	[redacted]
No	[redacted]	42.0	[redacted]	38.9	[redacted]
Analysis of the comments made in response to this question revealed that some respondents referred to funds targeted to districts while others referred to funds targeted to schools. For this reason, the results presented are limited to component 30.1, and should be interpreted as a willingness or unwillingness to target funds for specific purposes.					
31. Should financial resources be shared equally among elementary, intermediate, and secondary schools on a per capita basis? Should school districts utilize school-based budgeting systems?					
31.2 Should financial resources be shared equally among elementary, intermediate, and secondary schools on a per capita basis?	[redacted]	N = 374	[redacted]	N = 14	[redacted]
Yes	[redacted]	20.6	[redacted]	14.3	[redacted]
No	[redacted]	78.1	[redacted]	78.6	[redacted]
Other (not entirely, not sure, partly)					
31.3 The following reasons were given by respondents who indicated resources should not be shared on a per capita basis:	[redacted]	N = 181	[redacted]		[redacted]
Meet the Needs Appropriate For Each Level	[redacted]	16.6	[redacted]	Insufficient number of respondents to conduct analysis.	[redacted]
Secondary Requires More (equipment more expensive, better qualified teachers needed, counselling and other services required)	[redacted]	66.9	[redacted]		[redacted]
Elementary Requires More (better qualified teachers needed, small classes, individual attention adds to cost)	[redacted]	5.5	[redacted]		[redacted]
Other Reasons (intermediate requires more, equality is a complex issue, leave it to boards to decide, let professionals decide, budget on a program basis)					

3.2 Key Governance and Management Issues 3.23 School District Budgets	[illegible]	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	[illegible]	LETTER WRITERS	[illegible]
31.4 *Should school districts utilize school-based budgeting systems?*	[illegible]	N = 246	[illegible]	N = 12	[illegible]
Yes	[illegible]	71.5	[illegible]	50.0	[illegible]
No	[illegible]	26.4	[illegible]	41.7	[illegible]
Other (probably, not sure, don't know)					
32. ***Are existing levels of funding adequate to meet current public expectations for schools?***					
32.1	[illegible]	N = 674	[illegible]	N = 72	[illegible]
More Than Adequate (too much spent)	[illegible]	1.0	[illegible]	4.2	[illegible]
Adequate (sufficient funds now)	[illegible]	12.2	[illegible]	11.1	[illegible]
Not Adequate (not enough, not at all enough, absolutely not enough)	[illegible]	80.6	[illegible]	81.9	[illegible]
32.2 *The following reasons were provided by respondents who indicated that the funds were adequate:*	[illegible]	N = 49			
Improve Management	[illegible]	30.6	[illegible]	Insufficient number of respondents to conduct analysis.	[illegible]
Remove Incompetent Personnel	[illegible]	18.4			
Decrease Waste	[illegible]	24.5			
Live within Means	[illegible]	20.4			
Freeze Salaries	[illegible]	16.3			
Eliminate Frills	[illegible]	22.4			
Public Expectations Too High	[illegible]	8.2			
The following reasons were provided by respondents who suggested that funds were not adequate:	[illegible]	N = 321	[illegible]	N = 51	[illegible]
Increased Expectations (current expectations are higher, ESL, services for special needs, French Immersion)	[illegible]	15.3	[illegible]	7.8	[illegible]
Children Are a Priority (ensure that money is available for education, recognize that children are our greatest priority and resource, make education a mega-project)	[illegible]	50.8	[illegible]	72.5	[illegible]
B.C. Provides the Lowest Funding.	[illegible]	7.8	[illegible]	13.7	[illegible]
Education Funds Are Being Diverted to Mega-projects	[illegible]	15.3	[illegible]	21.6	[illegible]
Decrease Pupil-Teacher Ratio (smaller classes)	[illegible]	15.0	[illegible]	13.7	[illegible]

3.2 Key Governance and Management Issues 3.23 School District Budgets	[illegible]	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	[illegible]	LETTER WRITERS	[illegible]
32.2 (continued)					
Expand Programs	7.4	9.4	5.6	0.0	13.9
Other Reasons (manage public schools like private schools, demands for private schools show inadequacy of public schools, close half-empty schools, hire more teachers, pay good salaries, keep facilities, texts, and equipment in good shape and updated, return to pre-restraint times)					

3.3 The Responsibilities and Rights of Parents and Pupils	[illegible]	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	[illegible]	LETTER WRITERS	[illegible]
33. Should parental and pupil responsibilities be specifically codified in law?					
33.1	[illegible]	N = 577	[illegible]	N = 25	[illegible]
Yes	[illegible]	57.2	[illegible]	72.0	[illegible]
Maybe	[illegible]	6.9	[illegible]	0.0	[illegible]
No	[illegible]	34.5	[illegible]	28.0	[illegible]
Other (not sure, uncertain)					
33.2 The following reasons were given by respondents who indicated that responsibilities of parents and pupils should be codified in law:	[illegible]	N = 106	[illegible]	N = 11	[illegible]
Know Expectations (parents and students should know what is expected of them)	[illegible]	27.4	[illegible]	27.2	[illegible]
Rights Should Be Codified	[illegible]	20.8	[illegible]	54.5	[illegible]
Basic Responsibilities Should Be Codified (cover all the basic responsibilities)	[illegible]	17.9	[illegible]	9.0	[illegible]
Regulate School Attendance and Conduct	[illegible]	26.4	[illegible]	9.0	[illegible]
The following reasons were given by respondents who indicated that responsibilities of parents and students should not be codified in law:	[illegible]	N = 53	[illegible]		
Present Act All Right	[illegible]	28.3	[illegible]	Insufficient number of respondents to conduct analysis.	[illegible]
Unnecessary	[illegible]	18.9	[illegible]		
Difficult to Enforce	[illegible]	37.7	[illegible]		

3.3 The Responsibilities and Rights of Parents and Pupils	[illegible]	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	[illegible]	LETTER WRITERS	[illegible]
34. *Should parents be allowed to keep their children at home and provide schooling for their youngsters themselves? Should parents receive assistance in schooling children at home?*					
34.2 *Should parents be allowed to keep their children at home and provide schooling for their youngsters themselves?*	[illegible]	N = 606	[illegible]	N = 47	[illegible]
Yes	[illegible]	79.9	[illegible]	95.7	[illegible]
No	[illegible]	20.0	[illegible]	4.3	[illegible]
34.3 *The following conditions were identified for home schooling by respondents who would allow home schools:*	[illegible]	N = 280	[illegible]		[illegible]
In Special Circumstances	[illegible]	13.8	[illegible]	Insufficient number of respondents to conduct analysis.	[illegible]
Special Needs Students (to accommodate students with health problems, for handicapped students)	[illegible]	69.7	[illegible]		[illegible]
Distance Problems (for students living in remote area or too far from school)	[illegible]	10.0	[illegible]		[illegible]
Ensure Standards (if home schooling is monitored and students tested, if parents are qualified, if correspondence courses are used)	[illegible]	5.2	[illegible]		[illegible]
The following reasons were identified by respondents who would not allow home schooling:	[illegible]	N = 79	[illegible]		[illegible]
Only in Special Circumstances	[illegible]	17.7	[illegible]	Insufficient number of respondents to conduct analysis.	[illegible]
Only for Special Needs Students	[illegible]	24.0	[illegible]		[illegible]
Only if Ensure Standards	[illegible]	12.7	[illegible]		[illegible]
Lack of Social Development	[illegible]	50.6	[illegible]		[illegible]
34.4 *Should parents receive assistance in schooling children at home?*	[illegible]	N = 445	[illegible]	N = 31	[illegible]
Yes	[illegible]	52.1	[illegible]	67.7	[illegible]
No	[illegible]	44.5	[illegible]	29.0	[illegible]
Other (maybe, not sure)	[illegible]		[illegible]		[illegible]

3.3 The Responsibilities and Rights of Parents and Pupils	[illegible]	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	[illegible]	LETTER WRITERS	[illegible]
34.5 *The following comments were made by respondents who indicated parents should receive assistance for home schooling:*	[illegible]	N = 147	[illegible]	N = 13	[illegible]
For Materials (to pay for texts, correspondence supplies)	[illegible]	28.6	[illegible]	46.2	[illegible]
If Public Education Unavailable (if students can't attend public school due to special needs, health problems, distance)	[illegible]	18.4	[illegible]	15.4	[illegible]
Tax Reduction	[illegible]	15.7	[illegible]	15.4	[illegible]
Based on Taxes Paid (amount should be based on taxes parents pay)	[illegible]	10.2	[illegible]	7.7	[illegible]
Support, But Not Financial (borrow materials, texts from school, receive consultation, advice from teachers)	[illegible]	17.7	[illegible]	15.4	[illegible]
If Standards Met (curriculum followed, standards met, results monitored and tested)	[illegible]	8.8	[illegible]	15.4	[illegible]
The number of respondents who gave reasons for their opposition to parental assistance for home schooling was insufficient to conduct analysis.					
35. ***Should a period of compulsory schooling exist or should pupils be required instead to attain certain levels of achievement? Is the present period of compulsory attendance for children aged seven to 15 satisfactory? If not, what should be the period of compulsory attendance?***					
35.1 *Should a period of compulsory schooling exist or should pupils be required instead to attain certain levels of achievement?*	[illegible]	N = 636	[illegible]	N = 48	[illegible]
Yes (compulsory schooling should exist)	[illegible]	64.5	[illegible]	41.7	[illegible]
No (compulsory schooling should not exist)	[illegible]	13.2	[illegible]	25.0	[illegible]
Attain Certain Levels of Achievment	[illegible]	34.0	[illegible]	33.3	[illegible]
Other (leave if have job, people advance at different rates so do not base on age, present period not satisfactory, change leaving age, not compulsory for special needs students, compulsory for special needs students, provide alternative for behaviour problem students, remove behaviour problem students from schools)					

3.3 The Responsibilities and Rights of Parents and Pupils	[illegible]	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	[illegible]	LETTER WRITERS	[illegible]
35.2 *What should be the starting and ending ages for schooling?*					
Starting Age	N = 1408	N = 345	N = 58	N = 10	N = 33
5	5.6	8.7	13.8	20.0	9.1
6	6.5	7.5	10.3	20.0	12.1
7	81.2	60.3	67.2	60.0	75.8
Ending Age	N = 1408	N = 345	N = 61	N = 16	N = 41
15	63.1	64.6	68.1	56.3	68.3
16	13.0	13.3	12.4	12.5	19.5
17	6.8	4.6	9.0	6.3	7.3
18	4.3	3.8	2.5	12.5	0.0

3.4 Teacher Professionalism	[illegible]	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	[illegible]	LETTER WRITERS	[illegible]
36. *Do current training programs for teachers offer adequate preparation for careers in the classroom? Who should set policies for teacher education programs and certification? Are current provisions for in-service or professional development adequate?*					
36.1 *Do current training programs for teachers offer adequate preparation for careers in the classroom?*	N = 1507	N = 523	N = 79	N = 25	N = 41
Yes	43.3	32.1	35.3	28.0	43.9
Partly	11.1	9.6	13.8	72.0	0.0
No	45.6	56.6	50.8	0.0	56.1
Other (uncertain, not sure)					
36.2 *Respondents suggested improvements were needed in the following areas in teacher training:*	N = 789	N = 322	N = 143	N = 36	N = 81
Content Areas (subject matter, materials)	6.0	5.9	7.7	5.6	6.8
Human Interaction	6.8	3.7	6.3	5.6	3.7
Classroom Management (discipline, behaviour)	3.6	5.6	4.9	2.8	2.8
Teaching Methods (how to teach, subject matter methods, curriculum development)	6.8	16.1	7.7	19.4	4.9
Special Needs Training (to teach special needs students)	7.2	4.3	7.0	8.3	38.3

3.4 Teacher Professionalism	GENERAL PUBLIC RESPONSE DOCUMENTS	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	MEETINGS	LETTER WRITERS	GROUPS
36.2 (continued)					
Community Training (train teachers to work with their communities and use community resources, meet the needs of the community)	5.0	5.3	3.6	2.8	0.0
Personality Screening (screen teachers prior to admission to training program)	8.6	4.7	9.9	11.1	8.6
Higher Graduation Standards	6.4	3.4	8.5	5.6	9.9
Increased Practicums	24.7	40.7	30.3	11.1	16.0
Internship	10.7	13.0	23.9	8.3	14.8
De-emphasize Academic Requirements	8.4	8.7	2.1	11.1	2.5
Other Suggestions (psychology, sociology/ philosophy/history, multiculturalism, testing/ measurement, counselling)					
36.3 Who should set policies for teacher education programs and certification?	N = 937	N = 310	N = 58	N = 16	N = 50
Provincial Government	54.2	47.1	44.8	56.3	60.0
School Boards (BCSTA)	11.2	16.8	5.2	18.8	18.0
Teachers (BCTF)	24.1	43.2	46.6	37.5	44.0
Universities	29.4	43.9	34.5	25.0	38.0
Professionals	9.5	10.3	5.2	0.0	12.0
Parents	7.5	5.8	0.0	0.0	0.0
Other Suggestions (Federal Government, College of Teachers, Provincial committee (non-government), business/community, principals/administrators)					
36.4 Are the current provisions for in-service or professional development adequate?	N = 669	N = 275	N = 48		N = 34
Yes	30.4	37.1	29.2	Insufficient number of respondents to conduct analysis.	41.2
No	48.9	57.1	64.6		52.9
Other (not sure, should be discontinued)					
36.5 Respondents suggested improvements were needed in the following areas of in-service or professional development:	N = 653	N = 275	N = 68		N = 72
Content Areas (subject matter, materials)	5.0	8.2	3.8	Insufficient number of responses to conduct analysis.	4.2
Teaching Methods (how to teach, subject matter methods, curriculum development)	5.8	6.4	3.5		6.9

3 4 Teacher Professionalism	[illegible]	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	[illegible]	LETTER WRITERS	[illegible]
36.5 (continued)					
Increased Support	20.9	36.1	34.1		23.6
Better Planning (co-ordination, organization, scheduling)	35.6	29.7	44.7		25.0
Release Time (sabbaticals, leaves of absence)	4.8	10.0	9.4		5.6
Teacher Responsibility (should be done on own time at own expense, responsibility of the teacher)	17.0	6.4	7.1		2.8
Professional Development Days Valuable	12.0	11.9	17.6		13.9
Should Omit Professional Days (out of school time)	10.1	3.7	1.2		0.0
Other Suggestions (psychology, sociology/ philosophy/history, multiculturalism, testing/ measurement, counselling, technology/computers, special needs training, human interaction, classroom management)					
37. Should professional development or the "upgrading" of teacher qualifications be made a condition of continuing employment? Should teachers be permitted to teach only in the subject and grade areas in which they trained?					
37.1 Should professional development or "upgrading" of teacher qualifications be made a condition of continuing employment?	N = 1970	N = 543	N = 100	N = 30	N = 73
Yes (upgrading should be a condition of employment)	85.2	77.7	91.0	83.3	87.7
No	12.7	19.5	7.9	13.3	12.3
Other (uncertain, unsure, do not know)					
37.2 The following comments were given by respondents on "upgrading" as a condition of continuing employment:	N = 564	N = 184	N = 70	N = 16	N = 39
As in Other Professions	10.8	6.0	1.3	18.8	7.7
Paid Leave (allowances made for paid leave of absences, sabbaticals)	5.7	12.0	7.6	6.3	17.9
Government Support (Government should finance upgrading, pay tuition fees for courses)	6.7	13.2	12.7	18.8	17.9
School Board Support (financial support should be provided by the school boards, school boards should cover tuition expenses)	3.5	9.2	10.1	18.8	7.7

3.4 Teacher Professionalism	GENERAL PUBLIC RESPONSE DOCUMENTS	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	MEETINGS	LETTER WRITERS	GROUPS
37.2 (continued)					
Salary Increase (upgrading should lead to a raise)	8.3	9.8	10.1	12.5	5.1
No Tenure (continuing employment based on qualifications, performance — not seniority, no guaranteed positions, remove seniority provisions, within districts)	12.9	5.4	15.2	12.5	0.0
Update (increase teachers' areas of expertise, upgrade qualifications in subject/program they are currently teaching)	18.6	14.7	29.1	18.8	17.9
Change Teaching Area (upgrading necessary to change area of expertise, teachers should take courses before moving from one subject or grade level to another)	9.2	13.6	3.8	6.3	2.6
Up to Teacher (teachers decide on their own and upgrade qualifications on their own time and expense)	11.0	6.5	8.9	6.3	5.1
If Specified by Supervisors (upgrading done if administrator/principal feels it is necessary)	4.8	7.1	2.5	0.0	12.8
Renew Certification (teaching certificates should be renewed periodically/on a regular basis)	12.1	7.1	11.4	6.3	10.3
Other Comments (to learn about modern technology, provide appropriate programs at locations away from university, recognition through advanced degree, lead to promotion, not leading to salary increase, other professionals do not require upgrading, teacher should come fully prepared, not needed)					
37.3 Should teachers be permitted to teach only in the subject and grade areas in which they are trained?	N = 1639	N = 419	N = 98	N = 18	
Yes (grade/subject only, in subject/area trained, in grade level trained for)	73.0	56.3	68.3	77.8	Insufficient number of respondents to conduct analysis.
No Restriction	15.6	26.3	14.3	16.7	
Other Areas with a Probation Period (can teach other subjects/grades after probationary period, after a period of upgrading should be allowed to teach other subjects/grades if competency shown)	7.9	13.1	8.2	0.0	
Other Comments (yes, but restraint causing staffing problems; yes, at elementary level; no, at elementary level; no, enthusiasm more important; certificate should specify subjects/levels trained for)					

3.4 Teacher Professionalism

		[illegible] PUBLIC RESPONSE DOCUMENTS	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	[illegible]	LETTER WRITERS	[illegible]
38.	***How can teacher professionalism be demonstrated? How can it be monitored and evaluated? Who should monitor and evaluate teacher professionalism?***					
38.1	*How can teacher professionalism be demonstrated?*	N = 671	N = 140	N = 43	N = 43	N = 25
	Respect Parents (responsive to parents and their input)	5.1	5.0	4.7	0.0	4.0
	Respect Students (like students, responsive to students, more humanism)	14.0	16.4	14.0	16.3	16.0
	Gain Respect (teachers can gain respect, liking of parents and students)	11.2	12.1	7.0	14.0	12.0
	Appropriate Conduct (positive appearance, attitude and values; show dedication and enthusiasm for work, show commitment to work)	64.4	61.4	72.1	67.4	60.0
	Stop Union Activities (no picketing)	11.3	7.1	7.0	9.3	4.0
	Show Less Self-Interest (less concern for money, working conditions)	6.6	5.7	0.0	20.9	8.0
	Other Suggestions (longer hours, shorter holidays, longer school year)					
38.2	*How can professionalism be monitored/ evaluated?*	N = 1081	N = 278	N = 123	N = 37	N = 46
	Student Performance (student results on government exams, through student competence and how students measure up)	20.0	24.1	17.9	18.9	24.4
	Teacher Examinations (teachers pass exam/test)	7.2	3.6	8.7	8.1	8.7
	Teacher Evaluation by Students (students rate teacher, student comments)	11.8	6.1	8.9	8.1	8.7
	Teacher Inspections (visits, assessments by others — principal, inspectors, other teachers)	37.2	39.9	23.6	27.0	23.9
	Regular Monitoring (monitor teachers on a regular basis, periodically, constantly)	13.3	12.2	32.5	40.5	39.1
	Code of Ethics (developed by Provincial Government, school boards and/or teachers)	17.7	17.7	31.7	35.1	28.3
	Meet Job Specifications (teachers must satisfy job requirements and do a good job, through good teaching and professional classroom management)	8.6	12.2	8.1	8.1	8.7
	Other Suggestions (longer hours, shorter holidays, longer school year)					

3.4 Teacher Professionalism	[illegible]	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	[illegible]	LETTER WRITERS	[illegible]
38.3 Who should monitor/evaluate teachers?	[illegible]	N = 395	[illegible]	N = 32	[illegible]
Government (Provincial authorities, Provincial inspectors, Ministry of Education)	13.7	9.6	7.6	12.5	9.8
Principals	48.5	47.6	49.6	53.1	41.5
Teachers	19.8	27.6	28.6	6.2	12.2
B.C. Teachers' Federation	7.0	14.4	10.9	6.2	6.1
Professional Committee (independent committee)	8.7	7.9	12.6	12.5	2.4
Parents (PTA, home and school consultative committee)	28.9	16.7	27.7	9.3	12.2
Students (student council)	9.1	5.6	6.7	6.2	4.9
38.5 Suggestions of what to do with incompetent and superior teachers:	[illegible]	N = 114	[illegible]	N = 52	[illegible]
Retire Incompetent (fire teachers not doing a good job, remove dead wood)	76.6	57.9	69.6	73.1	50.0
Retrain Incompetent (provide assistance to incompetent teachers through retraining, upgrading, give incompetent teachers a chance to improve)	11.7	21.9	9.5	11.5	37.5
Merit Pay for Superior Teachers (pay salaries according to performance, institute a bonus system)	11.5	9.6	12.7	21.2	8.3
Reward Better Teachers (reward through promotion, sabbatical, other means)	11.7	7.9	27.0	9.6	12.5
Other Suggestions (don't automatically promote good teachers into administrative positions, utilize master teachers)					

3.5 Administrative Professionalism	[illegible]	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	[illegible]	LETTER WRITERS	[illegible]
39. Should principals be granted greater authority in designing school programs? Or in administering resources allocated to their schools?					
39.2 Should principals be granted greater authority in designing programs?	[illegible]	N = 302	[illegible]		[illegible]
Yes	[illegible]	61.9	[illegible]	Insufficient number of respondents to conduct analysis.	[illegible]
No	[illegible]	32.5	[illegible]		[illegible]
Not Sure (maybe)	[illegible]	5.6	[illegible]		[illegible]

3.5 Administrative Professionalism	[illegible]	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	[illegible]	LETTER WRITERS	[illegible]
39.3 The following conditions were mentioned by respondents who indicated principals should be granted greater authority in designing school programs:	[illegible]	N = 81	[illegible]		N = 14
With Advice (in consultation with others, input from others/community)	11.7	18.5	0.0	Insufficient number of respondents to conduct analysis.	21.4
With School Boards (in consultation with board/district, input, advice from school board)	[illegible]	17.3	[illegible]		0.0
With Teachers (in consultation with teachers)	21.1	28.4	[illegible]		50.0
With Parents (in consultation with parents, school council, PTA, home and school consultative committee)	[illegible]	28.4	[illegible]		14.3
Within Provincial Guidelines (must follow Provincial guidelines, meet Provincial standards, follow Provincial requirements)	[illegible]	7.4	6.7		14.3
Within School Boards Guidelines (must follow school board guidelines/standards/ requirements)	[illegible]	9.9	[illegible]		7.1
Local Curriculum (principal may design elective programs — curriculum that meets local needs)	[illegible]	12.4	[illegible]		[illegible]
Other Conditions (should have some minimal authority, not qualified, not part of job, not enough time, not necessary given standardized curriculum, situation fine as it is)					
39.4 Should principals have greater authority in administering school resources?	[illegible]	N = 278	[illegible]		[illegible]
Yes	[illegible]	72.7	[illegible]	Insufficient number of respondents to conduct analysis.	[illegible]
No	[illegible]	20.5	[illegible]		[illegible]
Not Sure (uncertain, perhaps)	[illegible]	6.8	[illegible]		[illegible]
39.5 The following conditions were mentioned by respondents who indicated principals should be granted greater authority in administering school resources:	[illegible]	N = 68			
With Advice (in consultation with others, input from others/community)	[illegible]	8.9	[illegible]	Insufficient number of respondents to conduct analysis.	[illegible]
With School Board (in consultation with school board/district, input/advice from school board)	[illegible]	11.8	[illegible]		[illegible]
With Teachers (in consultation with teachers)	[illegible]	30.9	[illegible]		[illegible]

3.5 Administrative Professionalism	[illegible]	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	[illegible]	LETTER WRITERS	[illegible]
39.5 (continued)					
With Parents (in consultation with parents, school council, PTA, home and school consultative committee)	[illegible]	30.9	[illegible]	Insufficient number of respondents to conduct analysis.	[illegible]
Within Provincial Guidelines (must follow Provincial guidelines, stay within Provincial limits)	[illegible]	7.4			
Within School Board Guidelines (school board sets limits, gives direction)	[illegible]	10.3			
Other Conditions (with school-based budgeting, authority to ascertain percentage of the total budget, for incidental expenses, not qualified, responsibility of boards, school staff should do it, not as long as principals are part of BCTF, situation fine as it is)					
40. If individual schools have their own school councils what would such a development mean to the role and responsibilities of principals?					
40.1 Role and responsibilities of principal given school councils:	[illegible]	N = 278	[illegible]		[illegible]
Decision-maker (with advice of school council, administrator, general manager, chairman)	[illegible]	43.2	[illegible]	Insufficient number of respondents to conduct analysis.	[illegible]
Follow Council Guidelines (principal works within guidelines established by council)	[illegible]	12.2	[illegible]		[illegible]
Public Relations/Liaison (facilitator, liaison between school board and school council)	[illegible]	15.8	[illegible]		[illegible]
Advisor (principal advises, directs council)	[illegible]	6.8	[illegible]		[illegible]
Same As Now (status quo, no change)	[illegible]	7.6	[illegible]		[illegible]
More Responsibilities (job harder, more to do)	[illegible]	10.4	[illegible]		[illegible]
Fewer Responsibilities (job easier, shared workload)	[illegible]	5.4	[illegible]		[illegible]
41. Should principals be part of an employee bargaining unit? If so, should the bargaining unit be the same one that represents teachers?					
41.1 Should school principals be part of an employee bargaining unit?	[illegible]	N = 324	[illegible]	N = 10	[illegible]
Yes (a management/administration association)	[illegible]	78.1	[illegible]	80.0	[illegible]
No (they are management)	[illegible]	18.5	[illegible]	20.0	[illegible]
Other (up to each individual, let administrators/ principals as a group decide)					

3.5 Administrative Professionalism	[illegible]	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	[illegible]	LETTER WRITERS	[illegible]
41.2 If so, should the bargaining unit be the same one that represents teachers?	[illegible]	N = 364	[illegible]	N = 17	[illegible]
Yes	[illegible]	65.7	[illegible]	64.7	[illegible]
No	[illegible]	31.9	[illegible]	35.3	[illegible]
Other (unsure, administrators should decide as a group, up to individual administrator)					

Additional Issue:	[illegible]	EDUCATIONAL PROFESSIONALS RESPONSE DOCUMENTS	[illegible]	LETTER WRITERS	[illegible]
Many responses were received which dealt with matters related to religion and religious education. To reflect these responses, Question 42 was set and appropriate coding categories developed.					
42. What aspects of religion, if any, should be included in a school system?					
42.1	[illegible]	N = 194	[illegible]	N = 73	[illegible]
Lord's Prayer	[illegible]	11.3	[illegible]	20.5	[illegible]
Bible Reading	[illegible]	17.0	[illegible]	26.0	[illegible]
Teach Creationism	[illegible]	10.8	[illegible]	26.0	[illegible]
Teach From Christian Perspective	[illegible]	36.1	[illegible]	24.7	[illegible]
No Religion in Schools (no Lord's Prayer, no Bible reading)	[illegible]	8.2	[illegible]	1.4	[illegible]
Delete Content, (family lifestyles, values, sex education, drug education better dealt with by parents and Church)	[illegible]	55.2	[illegible]	27.4	[illegible]
Other (have National Anthem, teach world religions)					

II. METHOD

Background

The design for obtaining people's views of schooling was established by the Advisory Committee which formulated the 41 questions asked in the ***Let's Talk About Schools*** discussion paper. It may be described as a multiple-method, multiple-source design. Its intent was to obtain a valid, comprehensive portrayal of the opinions and preferences of those who responded to the 41 questions by combining supplemental data-collection techniques. Responses from the general public and educational professionals generated within each school district, together with individual letters and group submissions, constitute the major part of the data set. The second part consists of information collected in a Province-wide probability survey of the general public and education professionals. This survey, conducted by The Canadian Gallup Poll Limited, is described in ***Booklet 3 (Gallup Survey)*** together with its results and highlights. What follows here is a description of the procedures that were used during the first part of the study.

At a meeting held on December 2 and 3, 1984 in Vancouver, representatives of the public and educational communities were introduced to the ***Let's Talk About Schools*** study. Each of the Province's 75 school districts was represented by a school trustee, a superintendent, and a member of the local teacher's association. Also in attendance were representatives from independent schools, the British Columbia School Trustees Association, the British Columbia Teachers' Federation, parent organizations, Faculties of Education, and the Ministry of Education. District representatives were asked to hold public meetings in their communities to discuss and receive comments on the issues identified in the discussion paper and any other issues raised at these meetings. As well, all representatives were requested to publicize the project and to invite individual participation. They were asked to react to draft copies of the discussion paper and the ***Let's Talk About Schools*** videotape designed for use at the public meetings. Finally, district representatives were provided with a planning guide, prepared by the Advisory Committee, to assist district project leaders in developing procedures and processes for obtaining community input.

Having discharged their responsibility in preparing the discussion paper, the Advisory Committee was superseded by the Provincial School Review Committee whose task it was to oversee the discussion process and submit a report on the findings to the Minister of Education and the people of British Columbia. At the same time, an independent researcher was hired to assist with the data collection and to direct the analysis and compilation of information and data received.

Data Collection Procedures

Project Leader Meetings

Six half-day regional meetings, conducted by the researcher and a member of the Provincial School Review Committee, were held in Prince George (January 16), Vernon (January 17), Cranbrook (January 18), Courtenay (January 21), and Burnaby (two meetings on January 23). These meetings were convened to (i) review and clarify with district project leaders the study's objectives, (ii) provide information on data collection activities, and (iii) present a progress report on the status of the study to date.

Participants at this time were provided with copies of the final draft of the discussion paper, revised recorder and master meeting forms, the discussion pamphlet for pupils to take home, and copies of the Response Document to be used by individual respondents. Project leaders were also shown the final form of the ***Let's Talk About Schools*** videotape at these meetings.

It was recommended that organizers form subgroups of from nine to 12 people to facilitate discussion at public meetings that would be held. Project leaders were asked to identify individuals who would record the discussions of these subgroups using a recorder form. Following every meeting, the meeting chairperson was to complete a master meeting form which summarized the subgroup recording forms. Both the recorder forms and the master meeting form were to be forwarded to the Committee's research staff for coding and analysis.

During these January meetings, project leaders informed one another of their planning agenda and identified whatever special needs their districts had, including the need for translated documents (in Cantonese, French, Hindi, Portuguese, and Punjabi). In addition, the procedures to be used subsequently in analyzing the documents and reporting the findings were outlined. Specific questions about review policies and procedures were answered. Project leaders were advised that an information telephone line was available to them at the University of Victoria for the duration of the data collection period so that enquiries, as they arose, could be quickly addressed. They were also advised that the data collection period would end on March 15, 1985.

Distribution of Materials

During the week of January 21-28, the materials necessary to support the data collection activities in each district were sent to project leaders. In estimating district requirements for materials, the following calculations were used:

- *Discussion pamphlet — 1.5 times the number of pupils enrolled in the district.*
- *Translated discussion pamphlet — number requested by the district project leader.*
- *Discussion paper — two copies for every five pupils enrolled in the district.*
- *Response document — one copy for every discussion paper plus an additional 25%.*
- *One copy of the video tape with size (1/2-inch, 3/4-inch) determined by district project leader. Additional tapes were sent to districts upon request. Permission was given to copy the tape.*
- *One copy of the audio tape. Permission was given to copy the tape.*
- *Poster — one copy for every 50 pupils enrolled in the district.*
- *Recorder and master meeting forms — number requested by the district project leader. (These forms were distributed at the regional meetings.)*

Data Collection

All districts cooperated in organizing and conducting public meetings, distributing pamphlets to pupils and discussion papers and response documents to individuals, and in collecting and forwarding completed documents for coding and analysis. Project leaders publicized ***Let's Talk About Schools*** through local newspaper articles, announcements and advertisements; spot radio announcements and radio talk shows; public service televising of the ***Let's Talk About Schools*** videotape, and school newsletters. Apart from the public meetings, many schools organized their own meetings. In several districts separate meetings were also held by or with the help of special interest groups, business groups, service clubs, employee groups, and pupils.

Number of Respondents

In a field study like ***Let's Talk About Schools*** where heavy reliance is placed upon the cooperation of people in the field, it is often impossible to get an exact count of the number of respondents. What is known in this case is that the district project leaders reported a total of 567 meetings with an estimated total attendance of approximately 15,575 — see ***Booklet 4 (Contributors)***. Altogether 1,038 recorder and/or master meeting forms were received for 410 meetings with an estimated total attendance of 10,105. The total number of completed response documents received was 4,772. From this number, 270 documents with missing biographical information were removed together with four duplicate documents and four unintelligible documents. This left a total of 4,494 response documents. Of these, 99.6% were completed by individuals and the rest by couples; 42.4% reported that they had attended a ***Let's Talk About Schools*** meeting. A total of 482 letters signed by individuals or couples were received. As well, 316 group submissions representing an unknown number of respondents were submitted prior to the March 15 deadline. Finally, 10 petitions signed by a total of 5,110 people were received.

Taking into account these numbers and the completeness of district reports, it is estimated that in excess of 25,000 people participated in the ***Let's Talk About Schools*** study prior to the March 15 deadline.

Late Responses

Documents postmarked after March 15 were not included in the above counts or in any subsequent analyses. Clear direction had been given by the Provincial School Review Committee and communicated to district project leaders that the March 15 deadline would be strictly observed. The total number of submissions postmarked later than March 15 and excluded were one meeting form, 124 response documents, 180 cards or letters endorsing one of the previously included petitions, and two additional petitions.

Coding the Responses

The coding system developed to analyze responses was self-generated in the sense that statements made by respondents guided the formulation of codes. An initial set of codes was generated from the first 150 completed response documents received. For each of the 41 questions, the statements made were grouped according to common elements. Themes were then extracted and designated as *coding components*. Codes reflecting the variation within each component were then formulated. For example, analysis of the statements made in response to ***Question 11: "To what extent should Province-wide examinations exist? What purposes can such examinations serve?"*** led to the identification of seven components. The first addressed the issue *"Should there be Province-wide examinations?"* The corresponding codes were "1" — yes, "2" — no, "3" — partly. The second component, with its 14 codes, captured the functions and purposes stated by the respondents

for these tests. The third component with four categories was necessary to reflect the negative consequences of testing identified by respondents opposed to Province-wide examinations. Components 4 and 5 picked up those respondents who identified the grade(s) and/or subjects for Province-wide testing. Some respondents proposed qualifications regarding the types of students to be tested. Thus, the need for a sixth component. Finally, it was necessary to introduce a seventh component to capture statements made about the degree to which Province-wide tests should count toward final or year-end grades.

Ten coders were hired and trained on the initial system using 25 of the response documents, employed in developing the initial set of components and codes. Following this training, the remaining 125 documents were coded. Coding discussions were held twice a day to clarify the system, and to add new components and codes. This procedure was continued until 747 response documents and 210 letters had been coded. At this point, the system was essentially stable with a total of 150 components made up of from three to 30 codes, per component. As well, two new issues together with their components were identified. The first was related to religion and religious teaching in schools. The second was concerned with issues raised about the nature of the ***Let's Talk About Schools*** process itself. Copies of the coding guide and coding form used to record the codes, together with other technical information, are available from the Ministry of Education.

Coding systems generated directly from responses sometimes can be simplified and reduced in size. Some components and/or codes, although meaningful, occur infrequently. Others, thought to be distinct when first formulated, turn out to be quite similar. It is normal to make this assessment after approximately 20% of the coding has been completed. Doing so involves analyzing the coded data according to the specifications for reporting, then preparing a tentative "final" report. Based on the results, low frequency components and codes are identified and either collapsed with other similar meaning codes or re-coded as "Other." At the same time, other similar codes are collapsed. The result is a simplified, streamlined system. Using this new system, the entire set of documents (including the first 20%) is then coded.

This step was not permitted in the present study due to time constraints. Instead, the Committee decided to use the initial system, and to double the number of coders.

All response documents, letters, and petitions were coded first. Meeting forms were coded next, followed by group submissions. As master forms were not available for all meetings, recorder forms were coded. This coding was then checked against the master meeting form when available. Group submissions were coded by two coders working together. It was felt that since these documents had been submitted by organized groups, it would be better if they were read by more than one coder.

The coders were asked to keep a written record of comments which they felt either illustrated a code or were inadequately covered by the coding system. These records were then reviewed by the project manager and integrated into the coding for the corresponding documents. Coders were further instructed to code responses across questions. Given the open-ended format of the questions posed, statements made in response to one question often contained material more directly related to another question. For example, in answering ***Question 4: "What should be taught and learned in schools?"***, many respondents specified the subjects and commented on how they should be taught, as well as on the need for standards and examinations. These additional statements were more appropriately coded under Questions 5, 10, and 11. With this approach, *all of what was said was considered and coded regardless of where it appeared in each document.*

The coding began on Febuary 25 and was completed on May 22. The average time required to code a document was approximately 20 minutes. The work of the coders was monitored on a continuous basis by the project manager and on irregularly scheduled but frequent occasions by the researcher. As well, an intercoder agreement study, described below, was completed to assess coder agreement.

Data Preparation and Analysis

Data Entry

The data from the coding forms were entered into a computer file with 100% verification. The file was then edited for out-of-range codes, which occurred in less than 0.3% of the cases.

Final Codes

The final set of codes to be used in reporting was determined using the completed response documents as the data source. Individuals who responded using this document were asked to classify themselves according to their family status (citizen without children, parent with or without children in school, student) and to the nature of their involvement in education (teacher, administrator, trustee, teacher educator). Based on this information, two non-overlapping samples were formed — the general public and educational professionals. Although the majority of educational professionals indicated they were also parents (73.7%; see Table 2), no educational professionals were included in the public sample.

Separate percentage frequency distributions for these two samples were then prepared for each coding component. Many individuals did not respond to all 41 questions asked. Further, it was not always necessary to use all the coding components in a given question to capture the response of an individual to that question. Consequently, the number of respondents coded in each component varied. Percentage distributions were adjusted for these two sources of "missing data" so that all percentages were based on the actual number of respondents who in a sense "responded" to each component.

The final set of codes was then derived from the inital set using the following criteria:

(i) Components to which less than 10% of either the general public or educational professionals responded were deleted;

(ii) Components for which there was no clear interpretation were deleted. For example, many respondents provided a single "yes" or "no" answer to questions like *Question 34: "Should parents be allowed to keep their children at home and provide schooling for their youngsters themselves? Should parents receive assistance in schooling children at home?"* In contrast, other respondents answered "yes - yes," or "yes - no." Given the latter two response patterns, it was not clear to which of the two subquestions the single response pertained. To assist the coders, the undifferentiated coding component was created to code such responses. Separate coding components corresponding to the two subquestions were also established. In comparison to the first, the latter two were clearly interpretable. The first was not and, therefore, was not analyzed and reported;

(iii) Individual codes with percentages less than 5% for both the general public and the educational professionals were either collapsed with codes of similar meaning or re-coded under "Other;" and

(iv) Upon the recommendation of the Provincial School Review Committee, codes similar in meaning were collapsed.

The final revised coding system consisted of the original 41 questions, two additional issues, and 99 components with three to 12 codes per component. A description of this revised system is presented with the results reported in the first part of this booklet. Each component is identified by a "question number — component number" combination. For example, the identification number for the fifth component of Question 11 is 11.5. In some cases, component numbers for certain questions are missing. The missing numbers correspond to the components deleted during development of the revised coding system (for example, 34.1). Rather than renumbering, component numbers from the original coding system were retained to compare that and the revised system. Using the computer, all documents were re-coded according to the specifications for the revised set of codes.

Coder Agreement

As previously mentioned, a substudy was conducted during the coding period to determine the extent to which the coders agreed in their coding. Twenty response documents in which most, if not all, of the questions were answered, and which contained some long, complex responses, were randomly divided into two sets of 10. Each set was then randomly assigned to coders so that each document was coded an equal number of times.

Intercoder agreement coefficients were computed for the revised set of codes as this set was to be used in reporting. As shown in Table 1, they ranged in value from 0.52 (Question 33, Component 2 — 33.2) to 0.98 (30.1). The mean and standard deviation were 0.805 and 0.078 respectively. All but four values exceeded 0.70.

These results compare favourably with those reported for similar coding systems. The mean intercoder agreement, for example, corresponds to the minimum accepted value of 0.80 for coding open-ended questions in survey work and in recording behaviours and incidents in classroom observation studies.

Analysis

Component percentage frequency distributions were prepared separately for the general public and educational professionals who submitted response documents, and for meetings, for letter writers, and for group submissions. In all cases, the percentages were based upon the number of respondents coded in each component.

Before preparing the final results, three preliminary issues were addressed. First, given different numbers of respondents per component, an analysis was conducted to determine the comparability of the component subsamples within both the general public and educational professionals samples.* Four variables were considered: age, gender, school experience, and geographic representation defined in terms of the Ministry's six Superintendent Zones.

The analysis was performed separately for Questions 1-19 and 20-41. The first 19 questions, which focused upon the content and forms of schooling, elicited longer, more complex answers than did Questions 20-41 which were related to school governance, financing, management, and operations. Given this difference in focus, it was felt that subsamples with different characteristics may have re-

* *This analysis was not performed for letters, meetings, or groups as data were not available.*

sponded to the two question sets.

The summary distributions for the four variables considered are shown in Table 2 separately for the general public and educational professionals. Column 1 in each case contains the distribution for the total number of respondents — 3,525 general public and 969 educational professionals. The mean percentages taken across the components — corresponding to the sets of 19 and 22 questions — are reported in Columns 2 and 4. The related standard deviations are listed in Columns 3 and 5. Examination of these distributions reveals that subsample characteristics were quite consistent across components and comparable to the total sample. Differences in component sample sizes were not a function of the characteristics considered, nor of the focus of the questions.

Second, comparisons of the zone percentages with available population data provided by the Ministry of Education revealed that the Metro zone was underrepresented by about 10% in both the general public and educational professional samples. Project leaders in this region more than in any other region expressed concern that activities already under way in their districts and related to school financing would interfere and lead to lower participation in *Let's Talk About Schools*.

In an attempt to assess possible bias in Provincial results that may have resulted from this under-representation, a two-step procedure was followed. Comparison of the component percentage distributions for the general public and educational professionals in the Metro region with the corresponding distributions for the Province revealed that, with the exception of three of the 99 components, the distributions were similar (Chi-square test; $p < 05$). Second, the Metro results were comparable to those found in the Gallup survey for the Metro zone on similar items. Thus it was concluded that the under-representation of the Metro zone did not adversely bias the Provincial results.

Third, as shown in Table 3, the group submissions were categorized according to group type. Of concern were possible differences among groups which would not be revealed in a total group analysis. However, the number of submissions for many of the group types was not sufficient to conduct a meaningful group analysis.

TABLE 1
Intercoder Agreement Coefficients
Revised Coding System

Component	Intercoder Agreement	Component	Intercoder Agreement	Component	Intercoder Agreement
1.1	.88	13.2	.79	32.2	.77
2.1	.90	13.3	.83	33.1	.93
2.2	.94	13.4	.83	33.2	.52
3.1	.92	13.5, 13.6	.78	34.2	.89
3.2	.91	13.7, 13.8	.74	34.3	.82
4.1	.82	13.9	.87	34.4	.79
5.2	.78	17.1	.71	34.5	.81
6.1, 6.2	.81	17.2	.64	35.1	.85
7.1	.75	17.3	.80	35.2	.91
7.4	.78	17.5	.79	36.1	.71
7.5	.79	20.3	.90	36.2	.75
8.4	.75	20.4	.80	36.3	.96
8.6	.81	21.1	.75	36.4	.86
8.8	.81	22.1	.77	36.5	.74
8.9	.76	22.2	.78	37.1	.92
9.1	.79	23.1	.93	37.2	.74
9.2	.79	23.2	.73	37.3	.83
10.1	.90	24.1	.92	38.1	.76
10.2	.70	25.2	.66	38.2	.77
10.3	.88	25.3	.83	38.3	.79
10.4	.85	25.4	.77	38.5	.89
10.5	.80	26.2	.74	39.2	.74
10.6, 10.7	.84	26.3	.96	39.3	.74
10.8	.79	27.1	.86	39.4	.82
10.9	.72	28.1	.89	39.5	.76
10.10	.80	28.2	.81	40.1	.75
11.1	.86	29.1	.75	41.2	.73
11.2	.74	29.2	.64	41.3	.82
11.3	.71	30.1	.98		
11.4	.81	31.2	.81		
11.5	.87	31.3	.74	Mean	.805
11.7	.86	31.4	.77	Standard Deviation	.078
12.1	.86	32.1	.87		

Given that the coding system could be used to code group submissions validly, the general consistency of response across all documents, and the focus on presenting a Provincial portrayal, it was decided group submissions would be analyzed together.

TABLE 2
Biodemographic Description
General Public and Educational Professionals
Response Documents

Variable	General Public N = 3525					Educational Professionals N = 969				
	TOTAL	SCHOOLS & SOCIETY MEAN	(S.D.)	GOVERNANCE MEAN	(S.D.)	TOTAL	SCHOOLS & SOCIETY MEAN	(S.D.)	GOVERNANCE MEAN	(S.D.)
Age										
Missing	12.2%	11.8%	(0.9%)	11.3%	(0.9%)	12.0%	11.3%	(1.5%)	10.6%	(1.5%)
13-17	3.9	3.2	(1.0)	2.9	(1.0)	0.0	0.0	(0.0)	0.0	(0.0)
18-24	1.4	1.3	(0.3)	1.1	(0.3)	1.9	1.6	(0.8)	1.4	(0.7)
25-29	5.4	5.3	(0.9)	1.7	(1.3)	4.9	4.1	(1.5)	4.0	(1.2)
30-34	15.1	15.3	(1.1)	14.3	(1.2)	13.2	13.3	(1.7)	12.7	(1.2)
35-39	23.7	24.6	(1.2)	24.0	(1.2)	22.1	22.8	(2.8)	22.5	(1.5)
40-44	18.6	18.7	(1.1)	20.2	(1.4)	17.4	17.4	(2.0)	17.7	(1.9)
45-59	8.3	8.5	(0.9)	8.9	(0.7)	13.2	13.8	(1.7)	15.3	(1.5)
50-54	4.5	4.5	(0.6)	4.8	(0.5)	7.2	7.7	(1.2)	7.7	(1.0)
55-59	2.5	2.6	(0.6)	2.9	(0.4)	4.5	4.2	(0.9)	4.3	(0.9)
60 +	4.5	4.2	(0.6)	4.7	(0.6)	3.5	3.8	(1.0)	3.9	(0.9)
Gender										
Missing	2.7	2.6	(0.4)	2.6	(0.4)	2.4	2.1	(0.4)	2.1	(0.5)
Female	61.7	61.6	(2.9)	58.7	(3.6)	53.5	54.0	(3.0)	50.8	(3.1)
Male	31.8	32.1	(2.6)	34.8	(3.6)	42.2	42.1	(3.4)	45.0	(3.2)
Couple	3.7	3.7	(0.5)	3.9	(0.4)	1.9	1.8	(0.7)	2.1	(0.6)
Geographic Zone										
Missing	1.8	3.1	(0.6)	1.5	(0.6)	1.8	1.3	(0.7)	1.2	(0.7)
Kootenay	7.7	8.1	(0.8)	8.3	(0.9)	7.8	7.3	(1.5)	8.0	(1.0)
Fraser Valley	11.1	10.8	(1.1)	11.3	(0.9)	13.1	12.8	(2.2)	13.0	(1.8)
Okanagan	19.2	18.0	(2.0)	16.7	(1.5)	18.3	19.3	(2.5)	18.9	(2.0)
Northern	18.4	18.3	(2.6)	17.9	(3.4)	11.4	11.7	(2.1)	10.9	(2.3)
Metro	23.3	22.1	(2.9)	24.1	(1.7)	26.8	27.3	(3.3)	27.3	(2.3)
Vancouver Island	18.6	19.6	(1.8)	20.2	(2.2)	20.8	20.3	(2.2)	20.7	(2.6)

Note: S.D. = standard deviation

(continued)

TABLE 2 (continued)
Biodemographic Description
General Public and Educational Professionals
Response Documents

Variable	General Public N = 3525					Educational Professionals N = 969				
		SCHOOLS & SOCIETY		GOVERNANCE			SCHOOLS & SOCIETY		GOVERNANCE	
	TOTAL	MEAN	(S.D.)	MEAN	(S.D.)	TOTAL	MEAN	(S.D.)	MEAN	(S.D.)
School Experience										
Citizen without child	7.0%	6.4%	(0.8%)	7.0%	(0.8%)	8.5%	8.5%	(1.4%)	8.7%	(1.3%)
Parent/Guardian	87.6	88.6	(1.2)	88.7	(1.5)	73.7	75.5	(2.1)	75.6	(2.9)
With: Preschool Children	20.3	19.9	(1.5)	18.9	(1.5)	18.4	19.7	(1.9)	17.7	(2.3)
Children in Grades K-7	58.4	59.3	(1.7)	58.4	(1.8)	38.6	38.9	(3.1)	38.5	(3.0)
Children in Grades 8-12	34.1	35.4	(1.9)	36.3	(1.7)	26.9	27.8	(2.7)	29.5	(2.0)
Children in Public School	27.3	28.7	(1.8)	29.0	(1.7)	16.7	18.1	(2.4)	17.5	(2.0)
Children in Independent/ Private School	9.2	9.4	(2.3)	9.1	(2.4)	9.0	9.8	(2.7)	8.5	(3.3)
Children in Home School	2.9	2.7	(0.8)	2.5	(0.8)	2.9	3.1	(1.1)	2.7	(1.6)
Children no longer in school	15.5	15.8	(1.3)	16.9	(1.4)	19.6	20.5	(1.8)	22.0	(1.8)
Student	6.5	5.8	(1.2)	5.5	(1.3)	4.5	4.3	(0.9)	4.5	(0.9)
Teacher in	-	-	-	-	-	76.6	74.9	(2.5)	73.2	(2.5)
Elementary	-	-	-	-	-	43.4	42.0	(3.3)	43.3	(3.5)
Secondary	-	-	-	-	-	24.6	24.6	(3.7)	24.2	(3.3)
Public	-	-	-	-	-	13.8	15.3	(2.6)	15.6	(1.8)
Independent/ private school	-	-	-	-	-	9.8	10.2	(3.3)	8.9	(4.6)
Educational Administrator	-	-	-	-	-	18.8	19.4	(2.3)	22.0	(2.9)
Non-teaching employee	2.9	3.0	(0.5)	3.4	(0.5)	0.6	0.7	(0.4)	0.9	(0.4)
School Trustee	-	-	-	-	-	6.5	7.6	(1.3)	7.9	(0.3)
Teacher Educator	-	-	-	-	-	12.0	12.4	(1.4)	12.1	(1.7)
Others	1.8	2.2	(0.5)	1.9	(0.5)	0.5	0.6	(0.3)	0.7	(0.6)

Factors Influencing the Conduct of the Study

Set as it was in a political context, several factors influenced how data were collected, coded, and analyzed in the study. Principal among these were (i) the timeline, (ii) the format and nature of the questions asked, and (iii) the level of support from the major stakeholders in education.

The data collection, coding, and analysis phases of the study were governed by a political timetable which conflicted with the actual time needed to complete these activities. It must be acknowledged that the timeline was changed, but only in response to formidable pressure brought about by the magnitude of the study itself. The timeline was first extended to the end of the winter when it became clear that the necessary activities required to begin data collection would not be completed until the end of January, and that it was both proper and advantageous to meet first with district project leaders in their own zones to review the purpose and procedures of the study, to discuss their own local concerns and needs, and to share with them the techniques to be used in coding, analyzing, and reporting the data. The timeline was later extended to permit complete and valid coding of the 6,330 documents received from the field. The third and final extension was granted to permit the Committee's professional staff sufficient time to prepare a full report of what was said by respondents.

The manner in which these extensions were granted, however, precluded certain activities. Given the amount of time available, it was impossible, for example, to assess the coding system following established procedures. Further, given the second and third extensions, it is now apparent that the data-collection period could have been extended to coincide with the beginning of the mid-term break (a natural breakpoint used frequently in school studies).

Every attempt was made to be as comprehensive and non-directive as possible in framing the ***Let's Talk About Schools*** questions in order to create a forum in which respondents could make known their own views and perceptions of education. A lack of time, together with apparent difficulties in reconvening the Advisory Committee, precluded the normal practice of "field testing" questions in advance. Failure to do so naturally led to different but valid interpretations of some questions by respondents. Consequently, additional time was required to code statements made in response to such questions.

Support and leadership by major stakeholders is ordinarily expected in a study designed to guide revisions to existing legislation and assist in planning future directions of schooling. However, in this case the major stakeholders were hesitant to do so. Although the Teachers' Federation did not prevent their members from participating in the study, their continued call for an independent commission and criticism of selected elements of the ***Let's Talk About Schools*** process created uncertainty and confusion regarding teacher and principal participation. The Trustees Association, while likewise not preventing their members from participating, questioned whether ***Let's Talk About Schools*** satisfied the need for a full and independent enquiry into education, and called for a Royal Commission. The Ministry, worried about unduly influencing the outcome of the review, was reluctant to promote the study, particularly during the data collection period.

Despite these factors, British Columbians were provided with an unprecedented opportunity to present their views about Provincial schooling. As previously reported, more than 25,000 individuals from throughout the Province participated. Both the number of documents received (6,330) and the thoroughness with which they had been prepared, surpassed anything that had been expected.

About one in four respondents included comments about the study itself with their submissions. Most frequently mentioned, in their order of occurrence, were "time line is too short," "questions are difficult to understand," "report will not be used,"

TABLE 3
Source of Group Submissions

GROUP TYPE	N = 316
Parents	24.4%
Special Needs	11.1
Teacher	10.8
Religious	7.9
Administrator	6.0
Fine Arts	5.4
Parents for French	4.1
School Staff	3.2
Advocacy Group	3.8
Student	2.8
Political Group	2.2
Women's Group	3.2
Trustee	2.5
Business	1.9
Teacher-Librarian	1.9
Health	1.6
Multicultural	1.6
Native Indian	1.3
Labour	1.3
General Education	1.3
Science/Technology	0.9
Parents for Russian	0.6
University	0.3

"need a Royal Commission," and "there is a lack of objectivity." It should be noted that, in every case, codeable responses to one or more of the ***Let's Talk About Schools*** questions were made. Thus it appears that the concerns and issues raised by these respondents did not seriously impair their responses to the questions asked.

Results

The results of the analysis of the various documents are presented in five tables. Tables 2-5 contain summary descriptions of the characteristics of the response document (general public and educational professional) samples, the meetings, the letter writers, and the group submissions. The sixth and longest table, which appears in Part I of this booklet, contains a description of the revised coding system and the results of the analysis of coded data for each of the samples listed above. These findings reflect what was said by the respondents. Highlights of these analyses are reported in ***Booklet 1 (Summary and Highlights)***.

Characteristics of the Samples

Table 2 (see page 53) contains a description of the age, gender, school experience, and residence of the general public (N = 3525) and educational professionals (N = 969) who submitted response documents. Unlike probability surveys in which care is taken *a priori* to ensure representation of the population from which the survey sample is specifically selected, no selection, scientific or otherwise, was made for these two samples. Instead, these samples were comprised of individuals interested in schooling and who volunteered to take time to complete a response document. Consequently, no attempt was made to assess the representativeness of these samples in terms of characteristics of the general British Columbia population.

Similarly, no attempt was made to assess the representativeness of the meetings sample (Table 4, N = 1038) or the sample of letter writers (Table 5, N = 482). In a similar way, groups (Table 3, N = 316) who submitted a response had at least a general, if not particular, interest in schooling. Therefore, *generalizations of the findings reported in this study are restricted to a population comprised of individuals interested in schooling and willing to share their opinions and perceptions.*

Examination of the characteristics summarized in Table 2 shows that within the general public and educational professional samples, the majority (57.4% and 52.7%) were 30 to 44 years of age. Six out of 10 general public respondents were female, as were 53.5% of the professional sample. The majority (87.3%) of the public were parents, with the majority of these having children in school. The remainder of the public were somewhat evenly divided between citizens with no children (7.0%) and students (6.5%). Nearly three-quarters of the educational professionals were parents; 8.5% reported they did not have children. Of the professional group, slightly more than 75% were teachers, 19% were administrators, 12% were teacher educators, and 6.5% were trustees.* In terms of the Ministry's Superintendent Zones, approximately 8% of the public lived in Kootenay, 11% in Fraser Valley, 19% in Okanagan, 18% in Northern, 23% in Metro, and 19% on Vancouver Island. For the professionals, the corresponding region percentages were approximately 8%, 13%, 18%, 11%, 27%, and 21% respectively.

TABLE 4
Description of Meeting Forms

	N = 1038
Zone	
Missing	5.7%
Kootenay	14.7%
Fraser Valley	11.0%
Okanagan	17.1%
Northern	22.2%
Metro	20.2%
Vancouver Island	9.0%
Type of Meeting	
Missing	11.2%
General Public	74.5%
Community Group	6.2%
Community Leaders	1.6%
Education Group	4.6%
School Meeting	1.9%
TOTAL	
Number in Attendance	8606
Number of Meetings with Reported Number in Attendance	884
Average Meeting Size	10

TABLE 5
Description of Letters

	N = 482
Zone	
Missing	12.2%
Kootenay	3.1%
Fraser Valley	9.8%
Okanagan	16.8%
Northern	25.9%
Metro	18.9%
Vancouver Island	13.3%

* Several educators identified themselves as both teachers and administrators, or both teachers and trustees. In each case, their responses were coded in both categories.

Nearly 15% of the meeting forms were submitted from the Kootenay zone, while 11% were received from Fraser Valley, 17% from Okanagan, 22% from Northern, 20% from Metro and 9% from Vancouver Island. Nearly three-quarters of the forms were from public meetings. The remainder were submitted from community groups, community leaders, education groups, and school meetings. Based on reports of the district project leaders, the individuals who attended the public meetings were, in order of descending numbers, parents with children in schools, teachers, and school and district administrators. Smaller numbers of pupils and citizens without children also attended these meetings.

Summary of Findings

The summary of findings presented in Part I of this booklet contains (i) a description of the revised coding systems and (ii) the component percentage frequency distributions reported separately for the public and educational professionals, meetings, letter writers, and groups. The presentation is organized following the same order as that used in the ***Let's Talk About Schools*** discussion paper, namely by part, area of discussion, and question. The first part, Schools and Society, includes six areas of discussion and 19 questions; the second, School Governance, Management, and the People in the System, involves seven discussion areas and 22 questions. One additional issue raised by the respondents and related to religion in schooling is then presented. To facilitate references to other booklets, the same numbering scheme used in the discussion paper is employed in the Summary Results Table. Example 1 provides an illustration of this format.

Example 1

Question 2: Are all of these goals of equal importance?

The percentages for this question appear in the two lower panels on the first page of the Summary Results Table. First, the question stated above appears in the first part, Schools and Society. Second, it is included within the discussion area Goals of Education and Schooling. Next, Question 2 is restated. Two coding components were needed to reflect fully the responses made. These are shown as 2.1 Degree of importance and 2.2 Relative importance. Three different responses were coded in component 2.1: equal importance, not certain, not of equal importance. Six codes are included in component 2.2.

Moving now to the actual percentage distributions and referring to component 2.1, a total of 2,068 general public respondents made statements which were coded according to one of the three component 2.1 responses. Slightly more than half, 51.5%, indicated that the goals were of equal importance; 46.0% indicated they were not. Of the 92 meeting forms which contained statements about the importance of goals, 59.7% included a statement that the goals were of equal importance; 35.9% included a statement to the effect that the goals were not equally important.

In the Summary Results Table, the percentages for a component do not always total 100%. There are two reasons for this, as illustrated by the following two examples:

Example 2

Question 4: What should be taught and learned in schools?

As reported, 77.7% of the 2,797 members of the public who responded identified at least one subject, topic, or process related to the intellectual development of pupils. They were, therefore, coded in at least one of the following categories: Academic Subjects, Foreign Languages, Liberal Arts, and Thinking Skills. The total percentage across these four codes is 104.6%, not 77.6%. This difference is explained by the fact that multiple responses were allowed in component 4.1. Some of the respondents mentioned at least two of the four coded responses, which were coded in the appropriate categories. Each respondent was counted only once, however, to obtain the percentage for Total Academics.

Example 3

Question 7: Are our public schools capable of responding to the many and varied needs of the people of British Columbia?

Component 7.1 is a single-response (as opposed to a multiple-response) component with three codes. The sum of the percentages given for the three codes is less than 100% for the general public, educational professionals, letters, and groups. In each case, the difference is accounted for by statements coded as "Other."

In some cases, the number of respondents considered for a component was dependent upon their response to a previous component.

Example 4

Question 20: Is the separation of authority to govern the public schools suitable in light of current conditions? Should school board requests for greater autonomy be met? Should school board powers be reduced, expanded, or remain the same? Would enlargement of school board autonomy improve the effectiveness of schools?

As stated in the description of component 20.4, only those repondents who indicated greater autonomy should be granted to school boards were included in 20.4. Of the 351 educational professionals who responded that greater school board autonomy should be granted, 58.4% based their argument on districts' knowledge of local needs.

Example 5

Question 6: In determining what should be taught and learned in schools, what should be the role of Provincial authorities? Local school boards? Professionals? Parents? The public? Pupils?

As seen in the Summary Results Table, the results of the analysis of component 6.1 are presented followed by the results of 6.1 and 6.2 together. The percentages are interpreted as follows: Of the 2,638 members of public who responded to Question 6, 66.0% indicated that Provincial authorities should be involved in determining what should be learned (6.1). Of these respondents (N = 1741), 40.0% indicated that the provincial authorities should be involved in determining common curriculum (6.2).

In the Summary Results Table, the sample size, **N**, for each component represents the number of respondents (general public, educational professionals, meetings, letters, groups) who made a statement which was codeable in that component. The numbers given in the body of the table are percentage figures, correct to the first decimal place. Percentage values are not reported for the code "Other," which includes responses made by fewer than 5% of the respondents in a given component.

It will also be noted that the component numbers within a question are not always consecutive. As described earlier, the system reported was derived from the guide used to code the responses. To facilitate comparison between the two systems, the numbering system used in the original system was retained for the revised system.

Highlights

The highlights presented in ***Booklet 1 (Summary and Highlights)*** were formulated from the Summary Results Table. These highlights reflect the main features of the data in terms of (i) consistency of response across the samples and (ii) relative magnitude of occurrence of the various responses made.

For the most part, the component percentage distributions across the five samples are comparable. To simplify reporting in these cases, the term respondent is used in place of separately listing the five samples. Where differences occur, the samples are identified by name.

In formulating the highlights, statistical tests of differences among groups were not performed. The volunteer nature of the samples precluded their use. Instead, highlights were initially identified by the members of the Provincial School Review Committee, then reviewed and assessed separately by the writer and the researcher. We believe the highlights portray in a reasonable and fair way the major features of what was said by the respondents.

Technical Documentation

Technical documentation for the study may be obtained from the Ministry of Education at the following address:

Let's Talk About Schools
Ministry of Education
Parliament Buildings
Victoria, B.C.
V8V 2M4

This material includes:

(i) coding guide and coding form used in analyzing and recording the responses made to ***Let's Talk About Schools***;
(ii) data entry instructions;
(iii) description of final computer data file and tape;
(iv) Gallup questionnaires and detailed statistical tables; and
(v) ***Let's Talk About Schools*** final report.

PETITIONS

A total of 10 petitions signed by 5,110 individuals and postmarked prior to March 15 were received and analyzed. Presented below is a description of each petition. The section closes with a statement regarding the admissability of these petitions.

Fine Arts

A total of 1,296 cards were received with the following pre-printed material:

I believe that the Fine Arts (Music, Art, Drama, Dance) are essential elements in a comprehensive education.

I believe that the Arts should be compulsory from Kindergarten to Grade 8 and facilitated as an elective in Grades 9 through 12.

I also believe that the Arts should be adequately supported with instructional time, curriculum materials, instructional materials, and quality instruction.

This statement was initially prepared by the B.C. Music Educators Association and reviewed by several Arts-related organizations. The cards were then passed out to those in attendance at the February meeting of the B.C. Music Educators Association for distribution to people in their home districts. Individuals who received the cards were asked to signify their support of these statements by signing the card in the space provided. They also were asked to list their address and occupation. Space was provided for additional comments. Once completed, the cards were to be returned to the pre-printed address on the reverse side of the card.

Description of Group

Using the occupations listed, 23% of the group were classified as educational professionals: the remainder were classified as general public. The largest subgroups within the general public classification were, in order of size, housewives/mothers, individuals associated with the Arts, and people who worked in the service industries. In terms of the Ministry of Education's Superintendent Zones, 3% of the total number were from Kootenay, 4% from Fraser Valley, 26% from Okanagan, 6% from Northern, 47% from Metro, and 13% from Vancouver Island.

Results

Of the 1,296 respondents, 1,293 endorsed the petition; three did not. Comments made reinforced the individuals' belief in the value of the contribution of the Fine Arts to a "well-rounded" education.

In addition to the individual cards, three groups endorsed this petition — a Women's Club (40 members), a Church Choir (25 members), and a Community Arts Group (unknown number of members).

Home Economics

One hundred and fifty-five responses were received containing a statement prepared by the Vancouver Teachers of Home Economics. Following a preamble stating the place and value of home economics in schooling, those who received the petition were asked to endorse the following four statements:

a) *Home Economics must remain an integrated part of the secondary school curriculum.*
b) *All students should have the opportunity of receiving Home Economics instruction as a part of their program particularly at the senior secondary level.*
c) *Instruction in Home Economics should be provided by teachers trained in Home Economics specialties.*
d) *Education ministry guidelines should ensure curriculum support and space in schools in order to attain identified learning outcomes.*

Copies of this statement were sent to members of the Provincial Specialists Association for the Teachers of Home Economics, who were asked to distribute them further.

As with the Fine Arts petition, respondents were asked to endorse the statement by signing the petition in the space provided and listing their address and occupation.

Description of Group

The group was evenly split with respect to involvement in education — 48% educational professionals and 50% general public. In terms of the Superintendent Zones, none was received from Kootenay. For the others, 9% were received from Fraser Valley, 19% from Okanagan, 8% from Northern, 52% from Metro, and 13% from Vancouver Island.

Results

All but one of the 155 respondents endorsed the petition. The comments made served to clarify the role of Home Economics in education and the need for adequate financial support.

In addition to the individual responses, one group, an 18-member Women's Institute, endorsed the position taken in this petition.

Counselling

The Elementary and Middle School Counselling staff of School District No. 69 (Qualicum) submitted the petition shown below, accompanied by the signatures of five presenters, 13 principals, and 90 teachers:

When children are hurting they are not learning. More children are hurting more each day because of our economic climate.

Unemployment is creating great family stress from which too often our children are the victims. Rising child abuse, lack of proper food and medical/dental care, emotional stress on the child due to family problems at home — all of this and more is creating social/emotional problems in the classroom for individual children. Increasing class size compounds the problem as teachers, untrained to deal with these problems anyway, have less time to even attempt to meet the needs of these children.

Preventative counselling is of great benefit as it leads children toward a greater sense of self-discipline and confidence, and it helps parents to deal with their children even through stressful times. When this fails or has not been provided, counselling on a remedial or custodial basis is essential to allow children to function in a classroom.

Teachers need the service of trained counsellors to help these children who have difficulty learning and who require more than their share of teachers' time and energy.

Adult Education

Adult night school students in School District No. 39 (Vancouver) and School District No.41 (Burnaby) were asked, while in class, to participate in the ***Let's Talk About Schools*** study, with particular reference to adult education.

Vancouver

In Vancouver, instructors were asked to take about half an hour of class time to discuss the following five questions or items and to record the discussion:*

1. *To what extent should parents and other members of the community be involved with school, and to what extent should schools be involved in the life of the community?*
2. *How can school-community relations be strengthened?*
3. *Do you believe that adult education should be part of the public school system?*
4. *Recommendations for change or action for the discussion by those responsible for education policy in B.C.*
5. *General comments.*

As well, instructors were asked to encourage individuals to submit their own responses either to the night school centre's office or directly to ***Let's Talk About Schools.***

Documents were received from 128 classes with a total of 2,744 students. As well, 112 students submitted individual responses. Preliminary examination of these two sets of responses revealed that they were comparable. Therefore, the following summary is based on the full set of 240 documents. Percentage values are not reported for the code "Other," which includes responses made by fewer than 5% of the respondents.

* *The first two questions are Question 17 and Question 18 respectively in the Let's Talk About Schools discussion paper. The other question and items were generated by those who prepared the petition.*

Question 1 (see components 17.1 and 17.2 in the Summary Results Table, ***Booklet 2***)

EXTENT:	PARENTS AND OTHER MEMBERS OF COMMUNITY SHOULD BE INVOLVED WITH SCHOOLS	SCHOOLS SHOULD BE INVOLVED WITH THE LIFE OF THE COMMUNITY
	N = 98	N = 69
More Than Now	16.3%	8.7%
As Now	4.1	4.3
Less Than Now	2.0	8.7
As Much as Possible	70.4	72.5

As seen from the above, respondents favoured strong school-community relations. They made several suggestions as to how this might happen.

Question 2 (see component 17.3, Summary Results Table, ***Booklet 2***)

Ways to strengthen school-community relations	N = 167
Increase Communication	31.8%
Encourage Parent Advisory Committees	6.8
Schools Responsive to Community	5.1
Community Use of Schools	11.5
Open Schools to Parent Visits	11.5
Use Local Community Resources	5.1
Adult Education	9.0

Question 3

Comments on adult education	N = 229
Maintain Adult Education	50.7%
Improve Access to Adult Education	6.8
Permits Adults to Complete Education	9.9
Assists New Immigrants (ESL)	8.0
Use Schools to Maximum	5.9
Other (fund more; adults pay taxes, therefore, have right to use schools; helps to keep adults up-to-date with technogical change; opportunity for adults to learn about new hobbies, special topics)	

Burnaby

In Burnaby, instructors were asked to distribute a single-sheet questionnaire printed on two sides. The front side was a duplication of the first page of the Response Document. The following comment appeared at the top of the second page under the ***Let's Talk About Schools*** heading 2.7 *School-Community Relations:*

20. Comments on Adult Education in Public Schools.

Individuals were asked to provide their comments in the space provided and to return their completed forms to their night school instructors or to the central office the same night. Class time was provided.

A total of 323 individuals responses were received, a summary of which follows:

Comments on Adult Education	N = 323
Maintain Adult Education	40.9%
Improve Access to Adult Education	8.0
Permits Adults to Finish Their Education	33.1
Assists New Immigrants (ESL)	11.1
Use Schools to a Maximum	5.0
Other (fund more; adults pay taxes, therefore, have right to use schools; helps to keep adults up-to-date with technological change; opportunity for adults to learn about new hobbies, special topics)	

Selected Readings From The Bible/ Recitation of The Lord's Prayer

Ninety-two individually written letters were received either directly from respondents or through the Minister of Education to whom some letters were initially sent. Of this number, 91 supported the statements in the present **School Act** regarding reading the Bible and recitation of the Lord's Prayer in school.

Additionally, a petition was received, signed by 133 people representing several denominations in the Fort St. John area, which endorsed and called for stricter enforcement of Section 164 of the **School Act**.

Form Letter 1

Form Letter 1, calling for a nationally competitive education system, expansion of counselling services, an end to restraint in education, and a Royal Commission on education, was received from 151 individuals who, by virtue of their signature, endorsed its contents. It is not known who or what group initiated this letter, or to whom it was distributed. In terms of the Ministry Superintendent Zones, 7% were received from Kootenay, 7% from Fraser Valley, 7% from Okanagan, 7% from Northern , 32% from Metro, and 40% from Vancouver Island.

Form Letter 2

Form Letter 2 was received from 32 individuals, all of whom apparently live in Richmond. Critical of the ***Let's Talk About Schools*** process, and calling for a Royal Commission, it is not known who initiated this letter or to whom it was distributed. Further, although the signatures were different, with the exception of one letter the inside addresses appear to have been entered by a single individual.

Form Letter 3

Seventy-two copies of a third form letter critical of the ***Let's Talk About Schools*** process and calling for a Royal Commission were received by the Minister of Education and forwarded to the Provincial School Review Committee for analysis.* As with form letters 1 and 2, it is not known who initiated the letter or to whom it was distributed. With the exception of two letters, inside addresses were not provided, thus preventing determination of the geographical distribution of the letters. It seems reasonable to assume, though, that as the letters were sent in care of the M.L.A. for Richmond, the respondents were residents of Richmond.

Remarks

With the exception of the latter three form letters, the findings from the petitions have been added to the highlights derived from response documents, meetings, individual letters, and group submissions presented in ***Booklet 1 (Summary and Highlights)***.

* Duplicates of three letters were removed.

Let's Talk About Schools

Gallup Survey

This is the third in a set of five booklets which together comprise the full report on *Let's Talk About Schools*.

The five are:

1. ***Let's Talk About Schools: Summary and Highlights***
2. ***Let's Talk About Schools: Results and Method***
3. *Let's Talk About Schools: Gallup Survey*
4. ***Let's Talk About Schools: Contributors***
5. ***Let's Talk About Schools: A Discussion Paper on British Columbia Schools*** *(Reprint)*

For the full report, write:

Let's Talk About Schools
Ministry of Education
Parliament Buildings
Victoria, B.C.
V8V 2M4

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3 Let's Talk About Schools

Gallup Survey

Survey of the General Public and the Education Professionals in British Columbia on the Provincial School System

WRITTEN REPORT

Prepared for:
The Provincial School Review Committee

By:
The Canadian Gallup Poll Limited

July, 1985

INTRODUCTION

Background and Objectives

The British Columbia Ministry of Education has undertaken to conduct a review of the British Columbia school system. The purpose of this review was to provide information to assist in determining the future direction and emphasis of provincial schooling and ultimately to guide revisions to existing school legislation, specifically the **School Act,** a document that has not been substantially changed since 1958.

As a first step in this review, in July, 1984 the Minister of Education called together an Advisory Committee, drawing members from different parts of the education community. The task of this Committee was to examine the state of Provincial schooling and prepare a discussion paper outlining critical issues and concerns. This paper entitled ***Let's Talk About Schools*** was released in January, 1985.

Written responses to the ***Let's Talk About Schools*** discussion paper were stimulated by a Province-wide series of meetings organized by local review committees in each school district. These submissions, opinions, and recommendations have been collated under the direction of the Provincial School Review Committee. This process constitutes one part of the data base which the Committee used to reflect the opinions of British Columbians. The second part of the review process hinged on the work Gallup has done in conducting a Province-wide probability survey of the public and education professionals.

Gallup conducted two surveys in the Province: a personal in-home survey of the public and a telephone survey of educators. These two surveys were similar in design, with many questions appearing with the same wording in both questionnaires.

The principal objective of these surveys was to quantify the opinions of the general public and professional members of the educational community on critical issues and questions facing schools in British Columbia, as outlined in the document ***Let's Talk About Schools***. The intent was to provide a basis for further evaluation of the opinions of all British Columbians through the execution of rigorous scientific sampling procedures.

Two distinct target populations were surveyed:

	GENERAL PUBLIC	EDUCATION PROFESSIONALS
Composed of:	Taxpaying adults, 18 years of age or older, from throughout the Province, screened to exclude people working in: Market Research Education Media	Public School Teachers Independent School Teachers Principals Vice-principals Superintendents Secretary-treasurers Office Staff (i.e. Directors and/or Supervisors of Instruction)
Sample Size:	800	609
Method:	Personal interviews in respondents' household	Telephone interviews
Sample Selection:	Systematic probability proportionate to size (pps) selection of enumeration areas within strata defined by community size, choosing 80 electoral areas from throughout British Columbia, and random selection of households	Systematic selection following a random start from full listings of teachers, principals, vice-principals, superintendents, secretary-treasurers, and office staff

Methodology
General Public

In total, 800 interviews were conducted with adults ages 18 and over, between April 9 and May 6, 1985. All interviews were conducted personally by fully trained Gallup interviewers, and the distribution of interviews was in proportion to the relative population in centres throughout British Columbia.

The research design for this survey involved a systematic pps (probability proportionate to size) selection of enumeration areas (EA) within strata defined by community size. Households then were sampled at random from each selected EA. Personal in-home interviews were obtained by a random selection of adults 18 years of age and over within each selected enumeration area, using the Troldahl Carter method of respondent selection. A more detailed technical description of the sampling method is included with the technical documentation which is available from the Ministry of Education.

For the purpose of respondent selection, respondents with someone in the household in one of the following occupations were excluded from the survey: marketing research, education, and the media. This disqualification due to occupation accounted for 2% of all household contacts.

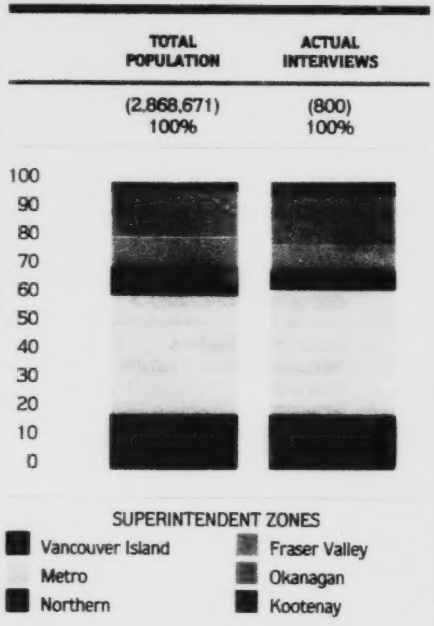
Because of the nature of the research objectives, Gallup paid special attention to the need for as representative a sample as possible of the target population (in this case the general public of the Province). Gallup developed a sample design for the general public survey that was as rigorous as possible from a statistical point of view.

One facet of this design called for translation of the questionnaire into several languages other than English. Since in British Columbia there are a large number of pupils who can be described as English-as-a-second-language pupils, it is important to be able to interview their parents, many of whom are not fluent in English, in the language of their choice. To this end we translated the questionnaire into the most common non-English languages used in British Columbia: Cantonese, Punjabi, and Italian. Copies of all questionnaires are included with the technical documentation.

The second design consideration involved the conduct of call-backs to households that were designed as primary sampling units but in which there was no one home at the time of the intitial call. To exclude these households would have biased the survey by systematically excluding those whose demographic characteristics and lifestyles dictate they are not at home as often as other population subgroups. To assist in eliminating this bias, we conducted an initial call and three call-backs to each household selected for the survey. Only if the interview was not completed after these call-backs was another household designated as a replacement.

Regional Representativeness

Represented below are the comparative regional profiles of the population of British Columbia and the actual distribution of interviews Gallup conducted. In each of the Ministry of Education's Superintendent Zones, the percentages of the total population and the respondents contacted match very closely. The refusal rate of 27% is marginally higher than the refusal rate Gallup normally encounters in personal interviewing (25%) for the national omnibus.



Demographic Representativeness

In addition to rigorous design specifications and closely monitored fieldwork, Gallup worked to ensure a representative sample by weighting the data according to age and sex. In order to restore the actual proportion of various age groups in the general public of British Columbia, mathematical weighting was applied to the results according to 1981 Statistics Canada data as follows:

Weighting Matrix

	MALE	FEMALE
18-29	1.103	1.329
30-39	.753	.769
40-59	.992	1.209
60+	.815	1.050

	ACTUAL UNWEIGHTED		WEIGHTED	
AGE	MALE %	FEMALE %	MALE %	FEMALE %
18-29	13.4	11.1	14.8	14.8
30-39	14.1	13.5	10.6	10.4
40-59	14.2	11.5	14.1	13.9
60+	11.4	10.8	9.3	11.4

The Canadian Gallup Poll Limited considers this sample to be representative of the adult British Columbia population and any major findings can, therefore, be generalized to this population.

Methodology
Education Professionals

In total, 609 interviews were conducted with teaching professionals in the Province, between April 9 and April 29, 1985.

All interviews were conducted by telephone by fully trained Gallup interviewers, in the following numbers according to job classification:

Public school teachers	390
Private school teachers	41
Principals	72
Vice-principals	30
Superintendents	26
Secretary-treasurers of School Boards	25
Office staff (Directors and supervisors of instruction)	25

This breakdown reflects the overall proportion of these positions in the education system in British Columbia.

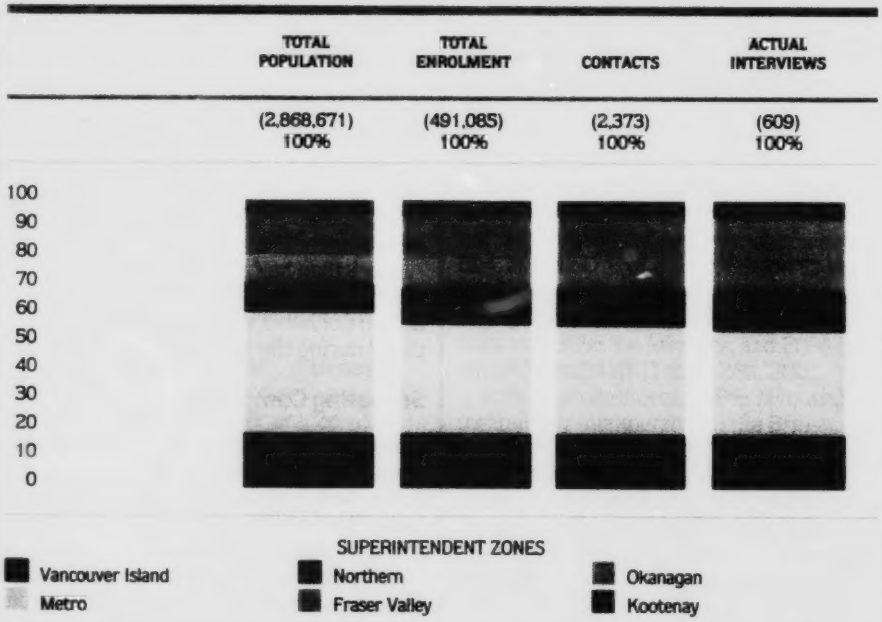
The research design for this survey involved compiling lists of the home numbers of the above-mentioned occupations, and drawing a systematic sample from this listing. Once the numbers were arranged alphabetically by region, a primary list of contacts was drawn using a serpentine geographical selection and choosing a number based on a set interval. The four numbers below that primary listing were selected as secondary numbers, thereby creating small clusters of numbers in proportion to the number of people in that occupation in that region. A more detailed technical description of the sampling procedure can be found with the technical documentation.

Three call-backs were made to educators that were designated as primary contacts but in which there was no one home at the time of the initial call. To exclude those educators would have biased the results of the survey by systematically excluding those whose demographic characteristics and lifestyle dictate that they are not at home as often as other population sub-groups. Only if the interview was not completed after those call-backs was another number designated as a replacement.

Regional Representativeness

Represented in graphic form, the percentage of population along regional lines is portrayed in comparison to the total enrolment in each region, the percentage of education professionals in each region which was included in the sample that was drawn, and the actual percentage of interviews obtained in each region. This analysis of the results by designated Superintendent Zones illustrates the representativeness of the education professional sample.

The refusal rate of 15% among education professionals is consistent with normal refusal rates Gallup encounters in telephone studies conducted across the country.



EXECUTIVE SUMMARY

General Issues

When asked to name the most important issues facing British Columbia, two-thirds of the general public focused on unemployment. Approximately one in ten mentioned education-related issues (Table 1a).

When asked about selected issues other than unemployment, the quality of education was seen by the public as being as important as stimulating the economy, and more important than the quality of health care, protection of the environment, reducing the deficit, or nuclear disarmament (Table 1b).

Both the public and education professionals ranked the goals of education in the same way. Placed in order, the greatest preference was shown for intellectual development, followed by social development, human development, and vocational development (Table 3).

More than half of both the public and professionals believed that the quality of British Columbia's school system had declined during the past five years (Table 4).

Schooling Components

Both the public and professionals considered teaching to be the most important component in the quality of schooling, followed by discipline, parental involvement, and budget size (Table 9).

The public and professionals indicated that responsibility for the curriculum should rest with Ministry of Education officials, teachers and school boards, with

both groups giving the greatest responsibility to the Ministry (Table 10).

Nearly six out of 10 members of the public and nine out of 10 professionals preferred a curriculum which has a basic core with options to be chosen by local school boards. Four out of 10 public members favoured a more standardized curriculum (Table 11).

A majority (56%) of professionals believed that teachers should have the main responsibility for choosing teaching materials. Public respondents were more evenly divided, assigning the main responsibility to teachers and the Ministry of Education (Table 12).

The general public suggested that the main responsibility for setting standards of achievement should be given, in order of numerical preference, to the Ministry of Education, post-secondary institutions, teachers, and school boards. Educators indicated that this responsibility should be assumed by teachers, the Ministry of Education, and school boards only, with greatest preference for teachers and the Ministry (Table 14).

The public more than the professionals favoured standardization of teaching materials and methods of student evaluation (Table 13, Table 15).

Slightly more than half the public indicated that government funding of private schools should be left as it is now. Educators were less certain, with nearly half indicating that public funding should be decreased (21%) or eliminated (28%) (Table 18).

Education Professionals

Nine out of 10 education professionals rated the performance of teachers as either "very good" or "good." The general public was less positive, with 10% rating teacher performance "very good," 47% "good," and 34% "fair." Similarly, professionals rated the overall performance of principals more favourably than did the public (Tables 19, 22).

More than 80% of the professionals and 90% of the public indicated that teachers should be required to pursue some form of professional development. Both groups believed that grants should be given for this purpose, with joint funding by boards and the Ministry being the most frequently mentioned source of this funding (Tables 25a, 25b).

Almost 90% of the public agreed that teacher certification should be subject to renewal after a specific time period. Slightly less than 60% of education professionals supported this idea, with nearly 40% indicating that teachers should be granted a certificate for life (Table 26).

Nine out of 10 members of the public and six out of 10 professionals indicated that teachers should only teach the grades or subjects for which they were trained (Table 27).

Demonstrated ability to teach was chosen by 90% of both the public and professionals as the preferred basis for teacher evaluation. Regarding who should have the main responsibility for teacher evaluation, about 60% of the professionals identified the principal. The public was more evenly divided, with 37% indicating the principal, 30% the Ministry, and 20% the school board staff (Tables 28a, 28b).

Among professionals, 68% favoured compulsory membership in the British Columbia Teachers' Federation for teachers. About six out of 10 favoured compulsory membership for principals. The public was more evenly split, with 55% favouring compulsory membership for teachers and 49% compulsory membership for principals (Tables 29a, 29b).

Approximately half the public believed that teachers and principals have the right to strike. Four out of five education professionals indicated teachers did not, and a slightly greater percentage (86%) indicated principals did not. Two-thirds of the public and half the professionals were opposed to giving teachers the right to strike (Tables 30a, 30b, 30c).

Financing the System

Nearly 90% of the education professionals and 60% of the public believed that school funding should be increased. The majority of both groups, 77% and 51% respectively, were willing to pay higher taxes to increase school funding (Tables 31, 33).

Over 90% of the professionals indicated that school boards should allocate school board funds. Members of the public were less sure, with two-thirds assigning this responsibility to the boards and 30% to the Ministry of Education (Table 35b).

More than 75% of the education professionals favoured giving school boards the main responsibility for setting school board spending limits. The public was evenly divided between the Ministry of Education and local school boards (Table 36b).

The general public was not certain whether school boards could raise taxes if they felt it was necessary to do so. The majority (60%), however, felt that school boards shouid not be allowed to raise taxes (Tables 37a, 37b).

Let's Talk About Schools

I. GENERAL ISSUES

Issues of Importance

Clearly the most important issue facing the Province of British Columbia at the present time is unemployment. Two out of three people in the Province identified unemployment or creating jobs or employment as the major issue in British Columbia, while a further 10% said that the state of the economy was the most pressing issue.

TABLE 1(a)
Most Important Issues Facing British Columbia

	GENERAL PUBLIC	
	N = 800	
Unemployment/Creating Jobs/Employment	66%	
The Economy/State of Economy	10	
Cutbacks/Restraints in Education	5	8% Unaided Education Mentions
Education/Quality of Education	3	
Expo 86 — pros and cons	4	
Remove Government	3	

Aside from direct references to the economy or employment, which account for over three-quarters of the responses, the general public perceived the next most important issue to be the education system. One out of 20 respondents (5%) mentioned that cutbacks or restraint in education spending is the most important issue facing British Columbia, and another 3% stated that the quality of education or the education system in general is the most important issue. Thus on an unaided basis, a total of 8% of the general public mentioned education as an important issue.

The importance the general public attached to the education system is underlined by the average rating of importance given by respondents to the issue of the quality of education. When respondents were asked to rate selected issues on a 10-point scale of importance where 1 is "not at all important" and 10 is "extremely important," the two most highly rated issues were the quality of education (8.9) and stimulating the economy (8.9). In descending order of importance the issues of quality health care (8.6), protection of the environment (8.0), reducing the deficit (7.1), and nuclear disarmament (6.8) were rated on average lower than issues related to the education system or the economy.

TABLE 1(b)
Average Rating of Importance of Selected Issues to British Columbia

	GENERAL PUBLIC
	N = 800 AVERAGE
Stimulating the Economy	8.9
The Quality of Education	8.9
The Quality of Health Care	8.6
Protection of the Environment	8.0
Reducing the Deficit	7.1
Nuclear Disarmament	6.8

1 = not at all important
10 = extremely important

Challenges

Education professionals and the general public differed somewhat in their perceptions of what constitutes the main challenge to the school system in the next few years.

While the general public suggested that the main challenge to the system is to maintain the standards or quality of education (17%), only 10% of education professionals felt this way. Rather, the professionals saw the main challenge as one

TABLE 2
Main Challenge to School System in Next Few Years

	GENERAL PUBLIC		EDUCATION PROFESSIONALS	
	N = 800		N = 609	
Maintain Standards/Quality of Education	17%		10%	
Increase Money/Funding for Education	12		14	
Maintain Standards/Quality of Education Despite Cutbacks	11	19%**	8	16%
Government Restraint/ Cutbacks	9		8	
Lower Student-Teacher Ratio	8		4	
Adapt to Changing Needs of Society	5		16	
Educate/Prepare Students for the Workforce	5		6	
Meeting Challenge of New Technology/Training for Technological Society	4		11	
Educate Public/Government re: Importance of Education	*		5	

** Less than 0.5%*
*** Percentage does not add due to rounding*

of adapting to the changing needs of society (16%). Only 5% of the general public identified this need as the main challenge. Similarly, while one in 10 educational professionals viewed the main challenge as one of training for or being prepared to deal with new technology (11%), only 4% of the general public expressed a similar perception.

Where the general public and the education professionals' opinions converged was in the area of funding and restraint. Almost equal percentages of each group felt that the main challenge was to increase money or funding for education (14% of education professionals and 12% of the general public). When responses that mentioned cutbacks or restraint are totalled, either from those who linked cutbacks with the threat to the quality of education or those who simply said government cutbacks were the main challenge, the views of the general public and the education professionals appear similar.

Another challenge foreseen by 5% of the general public and 6% of the professionals is educating and/or preparing students for the workforce. The professionals also expressed the challenge of educating the public and/or government about the importance of education to the Province (5%); this response was not found among the general public.

The issue of lower student-teacher ratios was mentioned by twice as large a percentage of the general public (8%) as education professionals (4%). Virtually all the educators mentioning the student-teacher ratio as a challenge were teachers. It is interesting to note that this was not the case in the Metro zone where teachers were more concerned about funding than were teachers elsewhere in the province, but they appeared relatively less concerned about student-teacher ratios than were their provincial counterparts.

Goals

Given a choice of an intellectual goal, a social goal, a human goal, and a vocational goal, both the general public and education professionals opted primarily for an intellectual emphasis for the school system. The general public placed social development before human development, while the professionals ranked these two goals the same. Vocational development was ranked fourth consistently by the general public and the education professionals. It is interesting to note, however, that the general public on average placed more emphasis on vocational development than did the education professionals.

TABLE 3
Goals of School System
(Overall Ranking)

	GENERAL PUBLIC	EDUCATION PROFESSIONALS
	N = 800	N = 609
Intellectual Development	2.86	3.16
Social Development	2.53	2.55
Human Development	2.32	2.54
Vocational Development	2.29	1.75

SCALED RATING OF IMPORTANCE (1-4)	EDUCATION PROFESSIONALS
	N = 609
Intellectual	3.94
Social	3.84
Human	3.81
Vocational	3.54

The education professionals were also asked to rate the importance of each goal on a four-point scale where 1 is "not at all important" and 4 is "extremely important". As the range of averages shows (3.54 - 3.94), all the specified goals were perceived to be important.

Quality

Several different measures of the quality of schooling in British Columbia were taken, but all point to one conclusion: both education professionals and the general public think that quality in the system is lacking. There is a widespread perception that the quality of education in British Columbia has deteriorated over the past five years.

When comparing the quality of education in British Columbia at present to the quality that existed five years ago, the majority of British Columbians felt quality in the school system had worsened. Virtually equal percentages of the general public (56%) and the education professionals (55%) judged that the quality of schooling in the Province had worsened over the past five years, compared to one-quarter of the general public (26%) and one-fifth of the education professionals (22%) who felt that the quality had remained the same.

Despite this overall negative rating, education professionals apparently felt more optimistic about the quality of schooling offered in British Columbia than did the general public. Of those with some degree of responsibility for the system, 21% indicated that the quality had improved over the past five years while only 12% of the general public gave this positive assessment. Further, education professionals rated the present quality of schooling in British Columbia higher than did the general public, as the overall average ratings of both groups indicate. On a

10-point scale where 1 is "poor" and ten is "excellent," the education professionals' positive rating of 7.04 contrasts with the rating of 5.55 assigned by the public. The public's rating is virtually at the mid-point of the scale, indicating a perception of mediocre quality in the school system.

Among the education professionals, it is interesting to note that the further they were removed from actual classroom instruction, the more positive their rating of quality in the system became. For instance, while 63% of the teachers felt the quality of schooling had worsened in the past five years, 41% of principals or vice-principals felt the same way and only 26% of the administrators gave this negative assessment.

TABLE 4
Rating of Quality of Schooling Compared to 5 Years Ago

	GENERAL PUBLIC	EDUCATION PROFESSIONALS
	N = 800	N = 609
Improved	12%	21%
The Same	26	22
Worsened	56	55
Don't Know	7	2
Rating of Quality of Schooling Offered in Public Schools on a Scale from 1 (poor) to 10 (excellent).	5.55	7.04

British Columbia did not fare well in direct comparison to the quality of schooling offered in other provincies and this negative perception was amplified when the public system was compared to the private or independent system within the Province.

TABLE 5
Rating of Quality of Schooling Compared to 5 Years Ago among Education Professionals

	TEACHERS	PRINCIPALS/ VICE-PRINCIPALS	ADMIN-ISTRATORS
	N = 431	N = 102	N = 76
Improved	15%	28%	43%
The Same	20	28	29
Worsened	63	41	26
Rating of Quality of Schooling	6.89	7.43	7.39

British Columbia was perceived to offer better quality schooling than that offered in other provinces by only 8% of the public and professionals. Slightly more than one-third of each group rated the quality the same. But an almost equal percentage rated the quality of British Columbia schools below the quality of schools in other provinces, while the remainder indicated they did not know. Taken together, those who provided a negative rating and those who were non-committal account for over half the respondents in both groups.

Reviewing the education professionals' responses more closely, it became apparent that once again the further removed from the classroom the respondent was, the better his or her opinion of quality in the schools. For instance, teachers directly involved in the classroom were more negative in their comparison between the school system in British Columbia and that of other provinces than were principals, vice-principals, or administrators.

TABLE 6
Rating of Quality of B.C. Schooling Compared to Other Provinces

	GENERAL PUBLIC	EDUCATION PROFESSIONALS
	N = 800	N = 609
Improved	8%	8%
The Same	37	34
Worse	35	33
Don't Know	20	26

TABLE 7
Rating of Quality of B.C. Schooling Compared to Other Provinces among Education Professionals

	TEACHERS	PRINCIPALS/ VICE PRINCIPALS	ADMIN-ISTRATORS
	N = 431	N = 102	N = 76
Better	5%	9%	20%
	37%	45%	62%
The Same	32	37	42
Worse	38	25	17
Don't know	25	29	21

The general public was asked to rate the quality of education in public schools compared with what is offered in private schools. Two-thirds indicated that the quality of education in private schools is much better (37%) or better (30%) than what is offered in the public school system. This finding alone may not be suprising, but is it interesting to note that even people with a good opinion of the quality of public schooling rated private schools as being better or much better than public schools. Thus, regardless of the perception of quality in the public school system, the

TABLE 8
Comparison of Quality in Public Versus Independent Schools

		OVERALL VIEW OF QUALITY IN THE SCHOOL SYSTEM		
	TOTAL	POOR	MEDIOCRE	GOOD
	N = 800	N = 217	N = 281	N = 276
Quality of Education in Private Schools:				
Much better than in public schools	37%	45%	38%	31%
A Bit Better	30	27	30	35
	67%	72%	68%	66%
About the Same	16	12	17	18
Not as Good as in Public Schools	4	3	5	4
Definitely Not as Good as in Public Schools	1	2	1	1
Don't Know	12	10	10	12

percentage of people viewing private schools as better than public schools remained consistent.

Conclusions

In general the school system in British Columbia is perceived to be declining in quality, although negative judgments about the quality of schooling in British Columbia relative to that in other provinces are less harsh than comparisons between the present system and the past system. Education professionals on the whole judge the system more favourably than do the public. Within the education professionals as a group, the closer the proximity to the classroom the more negative the perceptions of quality in education become.

II. SCHOOLING COMPONENTS

Components of Quality in Schooling

When asked to rate various components of quality in schooling on a 10-point scale of importance, respondents from the general public and education professionals differed on the degree of importance attached to many of the items.

TABLE 9
Components of Quality in Schooling
Average Importance

	GENERAL PUBLIC	EDUCATIONAL PROFESSIONALS
	N = 800	N = 609
Quality of Teaching	9.3	9.5
Parent's Involvement	8.4	7.8
Discipline	8.3	8.2
Facilities/Materials	8.2	7.5
Budget Size	8.1	8.2
Number of Pupils per Classroom	7.9	8.1
The Principal	7.8	8.1
Use of Advanced Teaching Methods	7.6	6.6

Using a ten point scale where 1 is not at all important and 10 is extremely important.

The component they agreed is the most important is the quality of teaching, which both groups ranked first in order of importance with averages of 9.3 among the general public and 9.5 among education professionals. Discipline was also perceived to be as important a component of quality in schooling by the general public (8.3) as it was by education professionals (8.2). Other components rated important by both groups included budget size and the number of pupils per classroom.

The general public rated the importance of parental involvement as a component of quality in schooling more highly (8.4) than did the education professionals (7.8). Facilities and materials were also rated more important by the public (8.2) than by teachers (7.5) as was the use of advanced teaching methods (7.6 versus 6.6).

The Curriculum

Setting the curriculum for the Provincial school system was seen as a task requiring input from many groups. Regarding the question of who should have the main responsibility for the curriculum, the Ministry of Education was mentioned most frequently by both the general public and the education professionals, followed by teachers and school boards in that order.

When asked whether teachers should have a say in establishing the curriculum, 85% of the general public and almost all (95%) of the education professionals agreed. The reaction toward parental involvement in the curriculum was also high, with 84% of the general public and 92% of the education professionals agreeing that parents should have a say in setting the curriculum. Almost eight out of 10 people in the general public (79%) felt the Ministry of Education should have a say, compared to over nine out of 10 among the education professionals (91%). Other groups identified included the school boards, the principals, and the students. All three groups should have a say in the curriculum according to a majority of British Columbians.

The main responsibility for the curriculum was seen to lie with the Ministry of Education. Almost identical percentages of the general public (38%) and the education professionals (37%) identified the Ministry as the group which should have the main responsibility for the curriculum. Other key groups identified were the teachers, whom 19% of the general public

TABLE 10
Responsibility for Curriculum

	WHO SHOULD HAVE SAY IN CURRICULUM		MAIN RESPONSIBILITY FOR CURRICULUM	
	GENERAL PUBLIC	EDUCATION PROFESSIONALS	GENERAL PUBLIC	EDUCATION PROFESSIONALS
	N = 800	N = 609	N = 800	N = 609
The Teachers	85%	95%	19%	23%
The Parents	84	92	10	9
Ministry of Education	79	91	38	37
The School Boards	77	89	19	18
The Principals	76	90	7	3
The Students	62	70	4	1

and 23% of the education professionals said should have the main responsibility, and the school boards, which were chosen by 19% of the general public and 18% of the education professionals.

The degree to which both groups of respondents displayed a consensus on the issue of curriculum is underlined by the very close parallel between all answers related to the main responsibility for the curriculum.

There are considerable differences between the public view of a standardized curriculum for the province and the view of teachers on the subject. Even among different groups within the general public, there are divergent views on the topic.

TABLE 11(a)
Importance of Standardized Curriculum

	GENERAL PUBLIC	EDUCATION PROFESSIONALS
	N = 800	N = 609
All Subjects Taught in Certain Grades Should Be the Same Throughout the Province	38%	3%
Basic Core with Some Options Chosen by Individual School Board	57	94
School Boards Should Be Free to Select Curriculum	5	3

Whereas almost 40% of the general public stressed the need to standardize subjects taught in certain grades, only 3% of the education professionals opted for such standardization. Furthermore, the vast majority of education professionals (94%) agreed that a basic core of subjects should be taught Province-wide with some options available for school boards to choose from, compared to only 57% of the general public who supported this view. Both public and professionals gave a lower priority to boards being free to select their own curriculum.

TABLE 11(b)
Importance of Standardized Provincial Curriculum Among the General Public

	AGE				EDUCATION			PAY MORE TAXES	
TOTAL	18-29	30-39	40-59	60+	ELEMENTARY	SECONDARY	COLL/UNIV.	YES	NO
800	236	169	224	165	103	392	303	410	321
38%	26%	30%	43%	54%	52%	51%	29%	27%	49%

Further analysis of the public's attitude toward standardization revealed that those who supported standardization of curriculum most strongly were older respondents, respondents with less than a college education, and respondents unwilling to pay more taxes to increase funding for education.

Teaching Materials

Choosing teaching materials was seen to be a task requiring input from almost all the specified groups, with the exception of parents and students. The general public and education professionals agreed to a large extent on who should have input into the decision. However, they differed as to which group should have the main responsibility for the choice of teaching materials.

Similar to the figures regarding input into the curriculum, teachers were mentioned most often as a group that should be involved in the decision about teaching materials. Almost nine out of 10 members of the general public (88%) and virtually all of the education professionals (98%) identified the teachers as a group that should have a say in the choice of teaching materials. The Ministry of Education was identified by 76% of the general public and 86% of the education professionals in this regard. Other prominently mentioned groups include the principals (73% general public, 87% education professionals) and the school boards (74% general public, 81% education professionals). The parents and students were mentioned less frequently.

Opinions about who should have the main responsibility for the choice of teaching materials vary considerably between the general public and the education professionals. Whereas one-third of the general public (33%) identified the teachers as the group that should have the main responsibility for teaching materials, nearly twice this proportion (56%) of the educators stated teachers should be mainly responsible. Correspondingly, the percentage of education professionals saying the Ministry of Education should be mainly responsible is lower (23%) than that of the general public opting for the Ministry (36%). Underlining the public's greater concern for control over the choice of teaching materials by groups other than the teachers, an additional one out of five (18%) said school boards should have the main responsibility whereas only 8% of the education profes-

TABLE 12
Teaching Materials

	WHO SHOULD HAVE SAY IN CHOICE OF MATERIALS		MAIN RESPONSIBILITY FOR CHOICE OF MATERIALS	
	GENERAL PUBLIC	EDUCATION PROFESSIONALS	GENERAL PUBLIC	EDUCATION PROFESSIONALS
	N = 800	N = 609	N = 800	N = 609
The Teachers	88%	98%	33%	56%
Ministry of Education	76	86	36	23
The Principals	73	87	6	3
The School Boards	74	81	18	8
The Parents	62	63	3	1
The Students	40	37	1	—

sionals held this view.

Among educators, there were noteable differences between teachers, principals/vice-principals, and administrators in their perceptions of the role of the Ministry of Education and the role of teachers themselves in assuming major responsibility for determining teaching materials.

	TEACHERS	PRINCIPALS/ VICE-PRINCIPALS	ADMINISTRATORS
	N = 431	N = 102	N = 76
The Ministry of Education Should Have a Say	17%	27%	53%
The Teacher Should Have a Say	63	55	21

As the above table illustrates, there exists a clear difference of opinion between the teachers and the administrators about who should have input into the decison regarding the choice of teaching materials.

Just as there was a significant difference between the education professionals and the public's view of the need for a standardized curriculum, a major difference also existed between the way the public and professionals look at the importance of standardized teaching materials. Whereas the majority of the general public felt that standardization of teaching materials Province-wide is "very important" (58%) or "somewhat important" (36%), the majority of the professionals felt that standardized teaching materials are "not very important" (55%) or "not at all important" (24%). As the average score of 2.00 for education professionals indicates, the issue for this group excited little or no interest. The general public however, felt that standardized teaching materials are very important, as their average score of 3.50 indicates.

TABLE 13
Importance of Standardized Teaching Materials across the Province

	GENERAL PUBLIC	EDUCATION PROFESSIONALS
	N = 800	N = 609
Very Important (X4)	58%	4%
Somewhat Important (X3)	36	16
Not Very Important (X2)	5	55
Not at All Important (X1)	1	24
AVERAGE	3.50	2.00

Standards of Achievement

Both the general public and the education professionals in British Columbia strongly agree that teachers should have a say in setting standards of achievement. There was little agreement on what degree of input other groups should have in setting these standards, with the exception that both groups rated parents and students the lowest. Education professionals view the question of the main responsibility for standards of achievement differently than do the general public, placing more emphasis on direct control than on administrative responsibility.

Almost nine out of 10 of the general public (86%) felt teachers should have a say in setting standards of achievement, while virtually all education professionals (97%) identified the need for teacher input. Administrators of post-secondary institutions were identified by a large percentage of the general public (83%) as a group which should have a say in setting standards. The percentage of teaching professionals identifying this group was considerably lower (70%).

When asked to judge whether the Ministry of Education should have a say in setting standards, most people agreed, but contrary to other issues where the education professionals opted for less Ministry input than did the general public, the reverse was true on this issue. While 83% of

TABLE 14
Standards of Achievement

	WHO SHOULD HAVE SAY IN SETTING STANDARDS OF ACHIEVEMENT		MAIN RESPONSIBILITY FOR SETTING STANDARDS OF ACHIEVEMENT	
	GENERAL PUBLIC	EDUCATION PROFESSIONALS	GENERAL PUBLIC	EDUCATION PROFESSIONALS
	N = 800	N = 609	N = 800	N = 609
The Teachers	86%	97%	17%	34%
The Administrators of Post-secondary Institutions/Universities	83	70	19	5
Ministry of Education	76	83	39	31
The Principal	74	90	8	6
The School Boards	68	79	12	14
The Parents	58	62	3	1
The Students	33	35	1	*

*Less than 0.5%
Note: Table does not add to 100% due to multiple response

education professionals felt the Ministry of Education should have a say, 76% of the general public identified the Ministry of Education. Similarly, a greater percentage of education professionals felt principals should have a say (90%) than of the general public (74%). This identification of a role for principals is consistently higher among the group more familar with principals than among the general public.

Turning to the question of who should have major responsibility, the general public favoured, in order of occurrence, the Ministry (39%), administrators of post-secondary institutions (19%), teachers (17%), and school boards (12%). The educators favored almost equally teachers (34%) and the Ministry (31%), followed by school boards (14%).

The general public identified the Ministry of Education above all other groups as the one that should be responsible for setting standards of achievement. Almost four in 10 (39%) of the general public opted for Ministry responsibility, compared to 31% of the education professionals. The percentage of education professionals who felt the main responsibility should lie with the teachers (34%) was twice that of the general public who felt teachers should have this responsibility (17%). The public was more concerned than were education professionals with having responsibility for standards being assumed by post-secondary or university administrators, as evidenced by the fact that one out of five members of the public identified this group compared to only one out of 20 education professionals.

The public is much more concerned than education professionals with having standardized methods of student evaluation. Whereas almost seven in 10 members of the general public (69%) felt that standardized methods of student evaluation are very important, only 3% of the education professionals felt similarly. As the average rating of importance for education professionals indicates (1.8 on a scale from 1 - "not at all important" to 4 - "very important",) standardized methods of evaluation were not very important to educators. The public, on the other hand, felt such methods of evaluation are very important, judging by their rating of 3.6.

TABLE 15
Importance of Standardized Methods of Evaluation for Public, Independent or Home School Students

	GENERAL PUBLIC	EDUCATION PROFESSIONALS
	N = 800	N = 609
Very Important	69%	3%
Somewhat Important	25	12
Not Very Important	4	45
Not at All Important	2	40
Don't Know	1	1
AVERAGE (Excluding Don't Know)	3.6	1.8

Other Schooling Components

Compulsory Attendance

Compulsory attendance is widely held to be desirable by both the general public and education professionals. Only 2% of the public indicated that pupils should be required to attend school for less than eight years, while 9% of professionals opted for less compulsory attendance. More of the general public favoured compulsory attendance for more than eight years than did education professionals. While over half the general public (55%) felt students should be required to attend

school for more than eight years, a similar proportion of education professionals (58%) opted for mandatory attendance for at least eight years.

TABLE 16
Compulsory Attendance

	GENERAL PUBLIC	EDUCATION PROFESSIONALS
View of school attendance:	N = 800	N = 609
Should Be Required to Attend for at Least 8 Years	43%	58%
Should be Required to Attend for More than 8 Years	55	32
Should be Required to Attend School But for Less than 8 Years	2	9

TABLE 17
Home Instruction

	GENERAL PUBLIC
Whether home instruction should be allowed	N = 800
Yes, Whatever the Circumstances	14%
Only under Special Circumstances	71
No, Should Not Allow Schooling at Home as a Replacement to Attending School	14
Don't Know	1
Under what circumstances (major reasons) Based on those who said under special circumstances	N = 572
Physical/Mental Disability or Handicap	47%
People Who Live in Far-away/Remote Places	47
Illness/Prolonged Illness/Health Reasons	22

Home Instruction

The general public was asked whether home schooling should be allowed and if so under what circumstances. While 85% of the respondents agreed that home schooling should be allowed, the majority would do so only under special circumstances. These special circumstances included physical or mental handicaps, people who live in far-away or remote places, and illness.

The Future of Private Schools

When asked how the government should deal with the issue of funding and control of private schools, a majority of the general public in British Columbia (52%) responded that the situation should be left as it is currently. One-third of the education professionals (34%) chose to maintain the status quo on this issue, but a greater percentage took a negative stance toward funding and administering the private school system.

Overall, the general public called for a decrease in funding to private schools in smaller numbers than did the education professionals. While almost half of the education professionals (49%) registered negative attitudes toward government support of private schools, only one in four among the general public expressed this same attitude.

TABLE 18
Other Schooling Components
The Future of Private Schools

	GENERAL PUBLIC		EDUCATION PROFESSIONALS	
The Ministry of Education should:	N = 800		N = 609	
Take Over Private Schools and Operate Them as Public Schools	6%		6%	
Increase the Funding to Private Schools	15		8	
Leave the Situation as It Is Now	52		34	
Decrease the Funding to Private Schools	11	25%	21	49%
Have No Say in the Operation of Private Schools and Offer Them No Funding	14		28	
Don't Know	1		2	

Conclusions

In general, the public in British Columbia is more concerned than are education professionals about standardizing various aspects of the school system. Whereas the general public expressed a desire for a standardized curriculum, standardized teaching materials, and standardized methods of student evaluation, the education professionals on the whole preferred a more flexible schooling system.

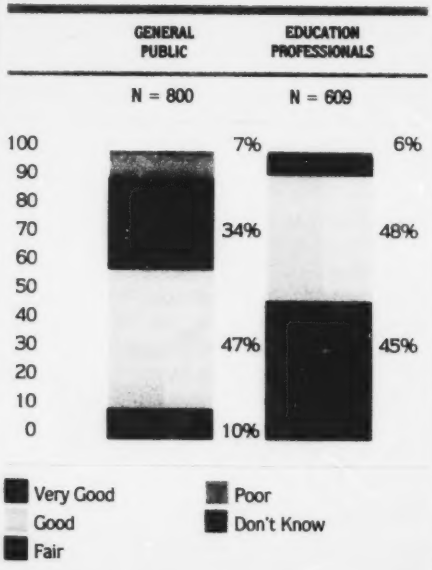
All groups in the province agreed that teachers should have considerable input into decisions about schooling. The general public stressed, however, that the primary responsibility for many components should lie with the Ministry of Education. Professionals did not share this concern, although differences existed between the administrators of the system and the teachers. One major difference was that proximity to the classroom tends to decrease the desire to see the Ministry of Education in a role of primary responsibility.

III. EDUCATION PROFESSIONALS

TABLE 19
Rating of Overall Performance of Teachers

	GENERAL PUBLIC	EDUCATION PROFESSIONALS
	N = 800	N = 609
Very Good	10%	45%
Good	47	48
Fair	34	6
Poor	7	*
Don't Know	2	1

* *Less than 0.5%*



Rating of Overall Performance of Teachers

The perceptions of teacher performance among the public and among education professionals are distinctly different. The public, as reflected in its response, was much less favourable in its assessment of teachers than were the education professionals.

If arbitrary values of 3, 2, 1 and zero are attached to the ratings "very good," "good," "fair," and "poor," it is possible to produce an average rating score for teachers' performance among each group. When this scoring scheme is applied to the ratings, the teachers obtain an average score of 1.58 from the public and 2.37 from the education professionals.*

These average ratings reflect the survey result that only one in 10 respondents in the general public sample rated teacher performance as "very good," while almost half of those in the profession made that assessment. At the other end of the scale, ratings of "fair" or "poor" were assigned by four in 10 members of the public but by fewer than one in 15 professionals.

**In this calculation, those unable to give a rating were assigned a weight of zero.*

Reasons for Favourable Teacher Assessment

When asked to explain the reasons behind a "very good" or "good" rating, more respondents among the public (20%) referred to their own experiences or what they had observed, than to other reasons. An additional 14% cited good results as their reason for providing a favourable assessment. Among the professionals, the individual's own experience or observation was also frequently mentioned (16%) as was the dedication of teachers (17%).

TABLE 20
Why Teachers Are Doing a Good/Very Good Job

	GENERAL PUBLIC	EDUCATION PROFESSIONALS
	N = 800	N = 609
Own Experience/ Observation	20%	16%
Evidence Is in Good Results	14	12
Interested/Concerned	11	9
Doing Good Job (General)	11	4
Doing Good Job Considering Restraints/ Cutbacks/Fewer Resources	10	14
Maintaining Good Standards in Education	7	8
Doing Good Job Considering Class Size	7	6
Teachers are Dedicated	6	17
Doing Good Job in Adverse Circumstances/ Situation (Unspecified)	6	7
Some Are Good/Some Are Bad/Varies	6	3
Work Very Hard/Are Conscientious	4	11
Work Long Hours	3	9
Considering Teacher Morale Is Low	2	8
Doing Good Job Considering Type of Pupil/ Social Problems	2	6
Good Job Considering Pressure from Government/Politicians	2	5
Participate in Extra-Curricular Activities	1	5
Good Job Considering Pressure/Stressful Circumstances (Unspecified)	*	5

Note: Table does not add to 100% due to multiple response

Further insight into the reasons underlying positive ratings is provided by grouping the responses into broader categories. Responses tend to cluster into three categories: personal qualities of teachers, qualifications about their working conditions, and the results they produce.

Members of the public were more inclined to focus reasons for positive ratings on the results teachers produce or the generally good job they do. One in three responses by the public fell into this category compared to one in four responses by professionals. Those in the profession were more inclined to emphasize qualities such as dedication, interest, and working long hours (42% of mentions) than were members of the public (25%).

Both the public and the profession demonstrated an awareness that teachers are required to perform under less than optimum conditions. However, the professionals were much more likely to make reference to constraints on teacher performance (51%) than was the general public (29%). The results show clearly that, when making judgments on teacher performance, the public and the profession use different criteria. The public is more inclined to make the judgment on the result; the profession on the qualities of teachers and their working environment.

Reasons for Unfavourable Teacher Assessment

About one-third of the general public who gave an unfavourable rating cited what they perceived to be an inappropriate attitude on the part of teachers. This was expressed as a bad attitude, lack of professionalism or dedication, and more concern with conditions of employment than with teaching.

Another third of the public referred to specific shortcomings in teacher performance which they perceived to exist. Among these were references to insufficient time for individual students, lack of emphasis on the basics, and lack of discipline.

About 15% made reference to teacher performance being adversely affected by factors beyond the teachers' control such as class size and cutbacks. An equal percentage made more general reference to the failure of teachers to maintain the standards of the profession.

There were too few ratings of "fair" or "poor" among education professionals to permit a tabulation of supporting reasons. Verbatim responses for that question are found in the technical documentation.

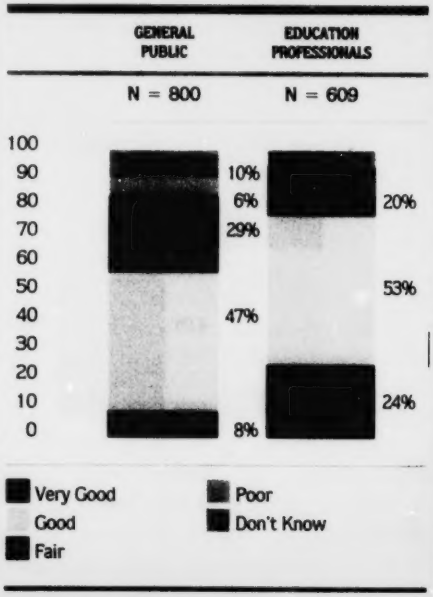
TABLE 21
Why Teachers Are Doing a Fair/Poor Job

(Based on those who said teachers are doing a fair/poor job)

	GENERAL PUBLIC
	(331) 100%
Bad Attitude/Not Professional/ Not Dedicated	21
Not Enough Time Spent on Individual Students	14
Teachers More Concerned with Money/Jobs Than Teaching	13
Not Properly Trained, Not Qualified	10
Some Are Good/Some Are Bad/ It Varies	10
Teachers Should Emphasize/ Stress Basics	10
Discipline Problems	8
Not Maintaining High Quality of Teaching	8
Own Experience/Observation	8
Classes Too Large/Understaffed	8
Evidence Is There (General)	7
Doing a Poor Job Due to Restraint/ Cutbacks/Fewer Resources	7
Not Maintaining High Standards of Education	6

TABLE 22
Rating of Overall Performance of Principals

	GENERAL PUBLIC	EDUCATION PROFESSIONALS
	N = 800	N = 609
Very Good	8%	24%
Good	47	53
Fair	29	20
Poor	6	3
Don't Know	10	2



Rating of Overall Performance of Principals

The pattern of assessment recorded for principals was similar to that for teachers. Application of the summary rating scheme described for teachers yielded an average rating for principals of 1.47 among the general public, significantly lower than the 1.98 among the profession. "Very good" ratings were given by only one in 12 public respondents as compared with one in four of the education professionals.

Reasons for Favourable Assessment of Principals

The main reasons offered by the public for giving principals a favourable rating included: a job generally well done, individuals who are supportive and concerned, and the principals' role as a buffer between teachers and school boards. The education professionals' cited most often personal qualities of principals (15%) and the recognition of a good job performed under difficult conditions (15%).

Reasons for Unfavourable Assessment of Principals

Analysis of the reasons provided for unfavourable ratings of principals revealed marked differences between the public and the professionals. The public focused on three main reasons: poor attitudes among principals, limitations on their authority, and lack of discipline in their schools. The education professionals cited lack of involvement in the classroom (17%), inadequate training (15%), and lack of leadership (14%). The latter two factors were not mentioned at all by the general public.

TABLE 23
Why Principals Are Doing a Good/Very Good Job

	GENERAL PUBLIC	EDUCATION PROFESSIONALS
	N = 444	N = 463
Doing a Good Job (General)	23%	9%
Supportive/Concerned	15	12
Buffer/Liaison Between Teachers and School Board	13	3
Good Job Considering Cutbacks/Restraints/ Underfunding/Layoffs	10	15
Responsible/Hard Working/Honest/Dedicated/ Professional	8	15
Display Leadership Qualities	6	9
Buffer/Liaison Between Teachers and Public	6	5
Own Experience/Daily Contact/Personal Experience	3	13
Doing Good Job Considering Circumstances/ Situations (Unspecified)	2	8
Trying to Keep/Keeping Morale High	1	7
Pressure from Parents and Pupils	2	5
Trying to Maintain High Standards	2	5
Some Are Good/Some Are Bad/Varies from School to School	3	5
Other Negative Comments	1	5
Don't Know	8	3

Note: Table does not add to 100% due to multiple response

TABLE 24
Why Principals Are Doing a Poor/Fair Job

	GENERAL PUBLIC	EDUCATION PROFESSIONALS
	N = 279	N = 136
Lack of Discipline	11%	NA
Some Are Good/Some Are Bad/Varies from School to School	10	10%
Powers Are Limited/ Hands Are Tied	10	3
Poor Attitude/Lack of Interest/Concern for Students/Staff	10	NA
Poor Job Reflected by Poor Standards in Education/Poor Teaching	9	NA
Not Doing Their Job/ Too Content with Status Quo	7	10
Principal Is Expendable/ Not Needed/Just a Figurehead	7	4
Principals Should Teach/ Get More Involved in Classroom	6	17
Too Much Administrative/ Paper Work Involved	2	8
Poor Public Relations Job	2	5
Poorly Trained/Educated	NA	15
Lack of Leadership	NA	14
Afraid to Speak Up/Stand Up for Rights	NA	10
Powers are Restricted by BCFT/School Board	NA	6
Other	7	10
Don't Know	16	4

Compulsory Professional Development

More than 90% of the general public and 80% of the professionals indicated that teachers should be required to pursue some form of professional development or retraining. The majority of both groups — 63% public, 84% educators — further suggested that grants be made available to teachers to pursue such development.

On the question of who should provide the grants, the public was more or less equally divided into two groups: 27% suggested the Ministry of Education should be the granting agency, and 32% said the grants should come jointly from the Ministry and from school boards. The education professionals had a different pattern of opinion. They named the Ministry over joint funding by a 5:1 ratio.

Funding of development grants exclusively by school boards was not regarded as a serious alternative, being chosen by only about 5% in each sample.

TABLE 25(a)
Should Teachers Have to Pursue Professional Development

	GENERAL PUBLIC	EDUCATION PROFESSIONALS
	N = 800	N = 609
Yes	92%	82%
No	8	17
Don't Know/Not Stated	1	1

TABLE 25(b)
Should Grants Be Given to Teachers to Pursue Professional Development and by Whom

	GENERAL PUBLIC	EDUCATION PROFESSIONALS
	N = 800	N = 609
Grants Should Be Given	63%	84%
By Ministry of Education	27	13
By School Boards	4	6
By Both	32	64
Don't Know/Not Stated	*	1
Grants Should Not Be Given	36	16
Don't Know/Not Stated	1	1

*Less than 0.5%

Certification and Training

Almost nine in 10 interviewed in the general public sample agreed with the proposition that teachers should not be given a teaching certificate for life but should have to have it reviewed after a number of years. The profession also agreed with the concept of compulsory renewal, but by a 6:4 margin.

On the issue of restricting teachers to the grades for which they were trained, a similar pattern of opinion emerged. Again almost nine in 10 members of the general public approved this concept while approximately 60% of professionals supported it.

TABLE 26
Should Teachers Have to Renew Certification

	GENERAL PUBLIC	EDUCATION PROFESSIONALS
	N = 800	N = 609
Certification for Life	14%	38%
Renewal after Specific Time Period	86	58
Don't Know/Not Stated	*	4

*Less than 0.5%

TABLE 27
Should Teachers Teach Only Grades They Were Trained For

	GENERAL PUBLIC	EDUCATION PROFESSIONALS
	N = 800	N = 609
Yes	87%	61%
No	12	35
Don't Know/Not Stated	1	4

Teacher Evaluation

No divergence of opinion was found on the question of criteria for teacher evaluation. Nine out of 10 of both public and professional respondents cited "demonstrated ability to teach" as the basis for evaluation.

On the issue of responsibility for evaluation, opinion was diffused, particularly among the general public. School principals were identified by 37% of the public, the Ministry of Education by 30%, and the school board staff by 23%. In contrast, almost 60% of the education professionals named the principal as the person who should be responsible for teacher evalua-

tion while 16% opted for shared responsibility among two or more groups.

TABLE 28(a)
What Should Be the Basis for Teacher Evaluation

	GENERAL PUBLIC	EDUCATION PROFESSIONALS
	N = 800	N = 609
Qualifications	12%	3%
Seniority	1	1
Demonstrated Ability to Teach	87	93
Don't Know/Not Stated	1	3

TABLE 28(b)
Responsibility for Teacher Evaluation

	GENERAL PUBLIC	EDUCATION PROFESSIONALS
	N = 800	N = 609
The Principals	37%	58%
Ministry of Education	30	3
The School Board Staff	23	10
The Teachers	8	12
Combination of Above	1	16
Don't Know	1	2

Attitudes toward Compulsory Membership in BCTF

Although the majority of the general public and professionals favoured compulsory membership in the British Columbia Teachers' Federation, the opinion was somewhat divided particularly among the general public. Of the public, 55% favoured compulsory membership for teachers, while 39% did not. Slightly less than half favoured compulsory membership for principals. The educators endorsed compulsory membership more strongly, with almost 70% favouring compulsory membership for teachers and 60% for principals.

TABLE 29(a)
Whether in Favour or Opposed to Compulsory Membership of Teachers in the BCTF

	GENERAL PUBLIC	EDUCATION PROFESSIONALS
	N = 800	N = 609
In Favour	55%	68%
Opposed	39	28
Don't Know/Not Stated	6	4

TABLE 29(b)
Whether in Favour or Opposed to Compulsory Membership of Principals in the BCTF

	GENERAL PUBLIC	EDUCATION PROFESSIONALS
	N = 800	N = 609
In Favour	49%	59%
Opposed	45	38
Don't Know/Not Stated	6	3

The Right to Strike

The public and professionals possessed different perceptions about the right to strike. While 48% of the public believed teachers were allowed to strike, 80% of the professionals did not. Similarly, while 51% of the public indicated principals

TABLE 30(a)
Awareness of Whether Teachers Have the Right to Strike

	GENERAL PUBLIC	EDUCATION PROFESSIONALS
	N = 800	N = 609
Yes	48%	12%
No	33	80
Don't Know	19	7
Not Stated	*	1

*Less than 0.5%

TABLE 30(b)
Awareness of Whether Principals Have the Right to Strike

	GENERAL PUBLIC	EDUCATION PROFESSIONALS
	N = 800	N = 609
Yes	16%	7%
No	51	86
Don't Know	33	7
Not Stated	*	*

*Less than 0.5%

TABLE 30(c)
Whether in Favour or Opposed to Right to Strike of Teachers

	GENERAL PUBLIC	EDUCATION PROFESSIONALS
	N = 800	N = 609
In Favour	33%	45%
Opposed	65	51
Don't Know	3	4

were permitted to strike, 86% of the educators said no.

Regarding the question of whether teachers ought to be allowed to strike, 65% of the public were opposed. Professionals were more evenly divided, with 51% opposing the right to strike and 45% favouring it.

Among the professionals, opposition to striking varied directly with age, rising from 37% among those under 30 years of age to 54% for those 40-59 years old.

Conclusions

The overall performance rating by the general public of teachers and principals is a reflection of the lacklustre opinion people have of the quality of the education system in general. Even the educators themselves do not rate their own performance very highly, although their rating is higher than the value assigned by the public. Good performance is attributed to a variety of factors including personal qualities, qualifications, and working conditions. Reasons cited for poor performance focused on poor attitudes and, in the case of principals, a lack of discipline.

Attitudes toward professional development are favourable. Further, the general public suggested that teachers should have to renew their certificates periodically. Both professionals and the public indicated that the basis for teachers evaluation should be a "demonstrated ability to teach" and not seniority.

Both the public and the educators favoured compulsory membership of teachers in the BCTF. A majority of people in the Province, including the educators, felt that teachers should not have the right to strike.

IV. FINANCING THE SYSTEM

Desired Direction of Spending

There is a widespread belief in British Columbia that funding for the education system should be increased, and that any increase should be directed with equal importance towards increasing programs for students with special needs, purchasing new technology and teaching materials, reducing the number of pupils per classroom, and increasing the funding of teaching staff. To pay for these goals, a majority of British Columbians are willing to pay more taxes.

TABLE 31
Level of School Funding Should Be Increased/Decreased

	GENERAL PUBLIC	EDUCATION PROFESSIONALS
	N = 800	N = 609
Increased	60%	88%
Decreased	2	1
Remain the Same	31	11
Don't Know/Not Stated	7	1

Out of all the respondents surveyed in both groups, only 2% of the general public and 1% of the education professionals felt that funding for schools should be decreased. Six out of 10 in the general public said funding should be increased, compared to almost nine out of 10 education professionals. Another 31% of the general public recommended that current education spending levels remain the same, while only 11% of the education professionals were content with current spending. Thus the public and the professionals agreed that additional funding for education is necessary; the two groups differed only in the extent to which they favoured increased funding.

TABLE 32
Average Level of Agreement with Allocation of School Funding

	GENERAL PUBLIC	EDUCATION PROFESSIONALS
	N = 800	N = 609
Increase Funding:		
Total in Agreement	60%	88%
Increase Number of Programs to Assist Students with Special Needs	4	3
Increase Purchase of Teaching Material	3	3
Reduce the Number of Pupils per Classroom	3	4
Purchase New Technology	3	3
To Teaching Staff	3	4
Decrease Funding*		

*Due to a low response from both the Professionals and the General Public (3 and 16 respectively) all answers were recorded verbatim.

When asked to judge in what areas any additional funding increases should be spent, most respondents agreed that all areas of education specified should be better funded. On a four-point scale where 1 is "disagree completely" and 4 is "agree completely," the options for where these additional funds could be spend were all agreed to. Aside from the comparatively high rating the public assigned to the option of increasing the number of programs to assist students with special needs (3.6), all other issues evoked similar responses, ranging from an average rating of 3.1 to 3.4.

Over half of the general public (51%) claimed they were willing to pay more taxes, either directly or indirectly, to finance increased funding to the provincial education system. Willingness to pay more taxes for the school system was even more pronounced among education professionals, with 77% expressing the willingness to pay more.

TABLE 33
Willingness to Pay More Taxes to Increase Funding to Schools

	GENERAL PUBLIC	EDUCATION PROFESSIONALS
	N = 800	N = 609
Yes, Willing	51%	77%
No, Not Willing	40	21
Don't Know/Not Stated	9	3

Satisfaction with Current Spending

It is clear that a majority of British Columbians feel that current levels of funding for the education system are insufficient to meet the standards they desire. When asked who should allocate specific budget spending, most British Columbians, whether they were education professionals or members of the general public, chose the school boards over the Ministry of Education. In the debate over who should have the main responsibility for setting school board spending limits, the professionals specified the school boards. The public, on the other hand, split evenly, with equal percentages of respondents

TABLE 34
Incidence of Feeling that Current Allocation of Funding Is Sufficient

	GENERAL PUBLIC			EDUCATION PROFESSIONALS		
		WILLINGNESS TO PAY MORE TAXES			WILLINGNESS TO PAY MORE TAXES	
	TOTAL	YES	NO	TOTAL	YES	NO
	N = 800	N = 410	N = 321	N = 609	N = 469	N = 125
Yes, Funding Is Sufficient	2%	15%	38%	9%	4%	30%
No, Not Enough Funding	63	78	49	88	95	64
Don't Know/Not Stated	12	7	13	3	2	6

supporting the school boards and the Ministry of Education.

Almost two thirds of the public (63%) and almost nine out of ten education professionals (88%) felt that the funding for education was insufficient at the present time in British Columbia. Even those people who said they would not pay more taxes to increase funding to education displayed considerable doubts about the adequacy of current funding levels. Almost two-thirds of the education professionals who would not pay more taxes to increase school funding (64%) still maintained there was not enough funding at present for education in British Columbia. Close to half the general public who did not want to pay more taxes (49%) also indicated there was not enough funding for the Provincial school system.

Allocation of budgetary spending is perceived to be the main responsibility of school boards rather than the Ministry of Education, both among the general public and education professionals. Two-thirds of education professionals indicated that school boards should allocate specific budget spending, compared to 45% of the public who held this view. Thirty-nine percent of the public and 34% of the professionals said that school boards and the Ministry of Education should share responsibility in this regard. When those who responded that the allocation of specific budget spending should be a joint responsibility were prompted to choose between the school boards and the Ministry, the majority selected the boards. Combined with the previous results, 92% of the professionals and 67% of the public expressed the view that school boards should have authority in this area.

The general public and the education professionals differ on the question of

TABLE 35
Who Should Allocate Specific Budget Spending

	GENERAL PUBLIC	EDUCATION PROFESSIONALS
	N = 800	N = 609
The Ministry of Education	51%	1%
The School Boards	45	65
Both	39	34
Don't Know/Not Stated	1	*
When those answering "both" (Education Professionals — 34%. General Public — 39%) were prompted further to choose between the two groups, the combined percentage of people choosing either group were as follows:	N = 800	N = 609
The Ministry of Education	31%	6%
The School Boards	67	92
Don't Know/Not Stated	2	2

* Less than 0.5%

TABLE 36
Who Should Have Main Responsibilty in Setting Spending Limits by School Boards

	GENERAL PUBLIC	EDUCATION PROFESSIONALS
	N = 800	N = 609
The Ministry of Education	26%	4%
The School Boards	25	33
Both	49	63
Don't Know/Not Stated	1	—
When those answering "both" (General Public — 49%, Education Professionals — 63%) were prompted to choose between the two groups, the combined percentages of people choosing either group were as follows:	N = 800	N = 609
The Ministry of Education	48%	19%
The School Boards	49	78
Don't Know/Not Stated	3	3

who should have the main responsibility for setting spending limits by school boards. While the professionals support the idea of school board responsibility, the public is almost perfectly split between the Ministry of Education and the school boards on the issue.

When originally asked the question, most respondents chose to name both the Ministry and the school boards. Nearly half of the general public (49%) said both should be responsible for setting school board spending limits, and an even greater proportion of professionals opted for both (63%). Upon being pressed to choose between the two, the majority of the education professionals stated that the school boards should be responsible, while the general public was more evenly split between the Ministry of Education and the school boards.

Direct School Board Taxation

While the public was generally unclear about the taxation powers school boards currently enjoy, only one-third of the public favoured giving school boards the authority to raise taxes if necessary. The belief that school boards can raise taxes, and that they should be able to raise taxes, was significantly higher among those members of the public who were willing to support the education system by paying more taxes.

A large percentage of the general public did not know if school boards can currently raise taxes if necessary. Over one-third of the general public (35%) was unsure about school board taxation powers, while 42% thought that boards could not raise taxes and 22% thought boards had that power.

Almost six out of 10 people (59%) opposed the idea of school boards raising their own taxes, while only one-third (33%) favoured this idea. Among the public most willing to give more of their tax money to increase education funding, over half (52%) supported the idea of school boards raising taxes. In contrast, 84% of the public who were unwilling to pay more taxes for education also felt that school boards should not be allowed to raise taxes.

TABLE 37(a)
Can School Boards Currently Raise Taxes if Necessary

	GENERAL PUBLIC	WILLINGNESS TO PAY MORE TAXES	
		YES	NO
	N = 800	N = 410	N = 321
Yes	22%	29%	17%
No	42	36	52
Don't Know	35	35	32

TABLE 37(b)
Should School Boards Be Allowed to Raise Taxes if Necessary

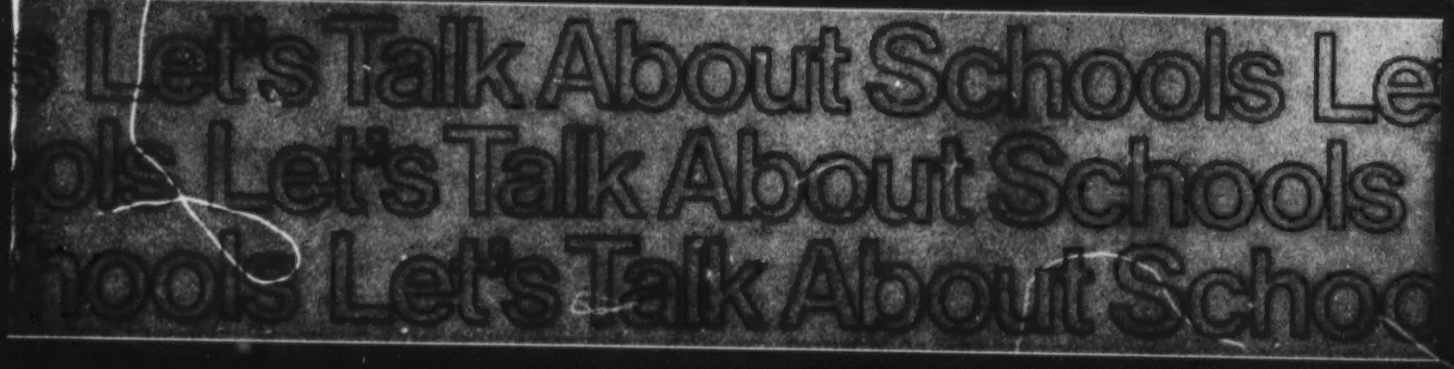
	GENERAL PUBLIC	WILLINGNESS TO PAY MORE TAXES	
		YES	NO
	N = 800	N = 410	N = 321
Yes	33%	52%	13%
No	59	41	84
Don't Know	8	7	3

V. CONCLUSION

In conclusion, there exists a broad consensus in the province of British Columbia regarding levels of education spending. The majority of British Columbians support the idea of increased funding for the education system, and are willing to pay more of their own money in taxes to support such a goal. Other areas where there is agreement includes the criteria upon which teachers should be evaluated, namely demonstrated ability to teach, and opposition to the right of teachers to strike.

Sharp differences of opinion exist between the public and the professionals on the issues of teacher performance ratings, budget allocation responsibilities, and who should have the main responsibility for setting school board spending limits. Moreover, within the education professionals, clear differences on some issues arise along lines of occupation. Ratings of the quality of the education system are much lower among those professionals who are closest to the classroom.

Let's Talk About Schools Contributors



This is the fourth in a set of five booklets which together comprise the full report on ***Let's Talk About Schools.***

The five are:

1. ***Let's Talk About Schools: Summary and Highlights***
2. ***Let's Talk About Schools: Results and Method***
3. ***Let's Talk About Schools: Gallup Survey***
4. *Let's Talk About Schools: Contributors*
5. ***Let's Talk About Schools: A Discussion Paper on British Columbia Schools*** *(Reprint)*

For the full report, write:

Let's Talk About Schools
Ministry of Education
Parliament Buildings
Victoria, B.C.
V8V 2M4

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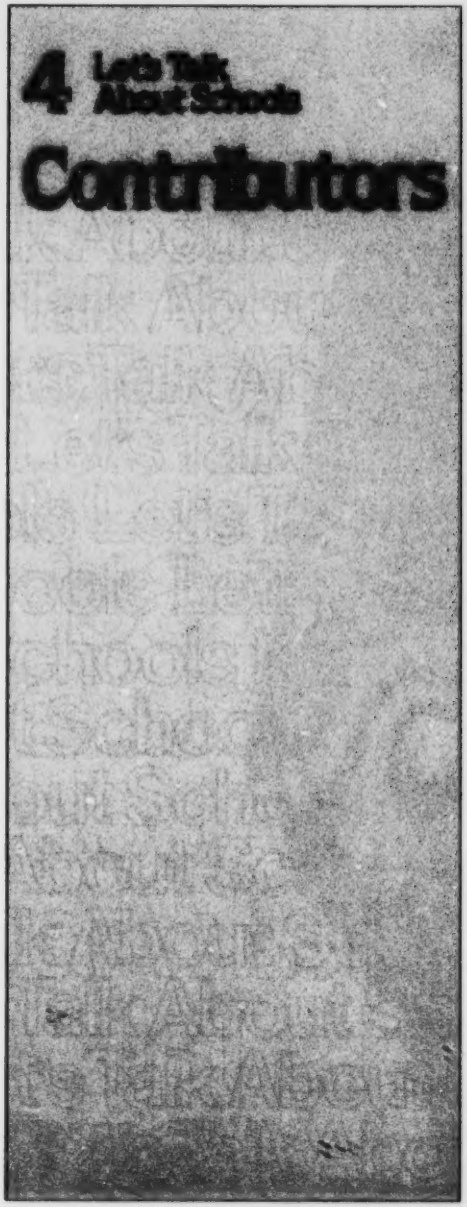

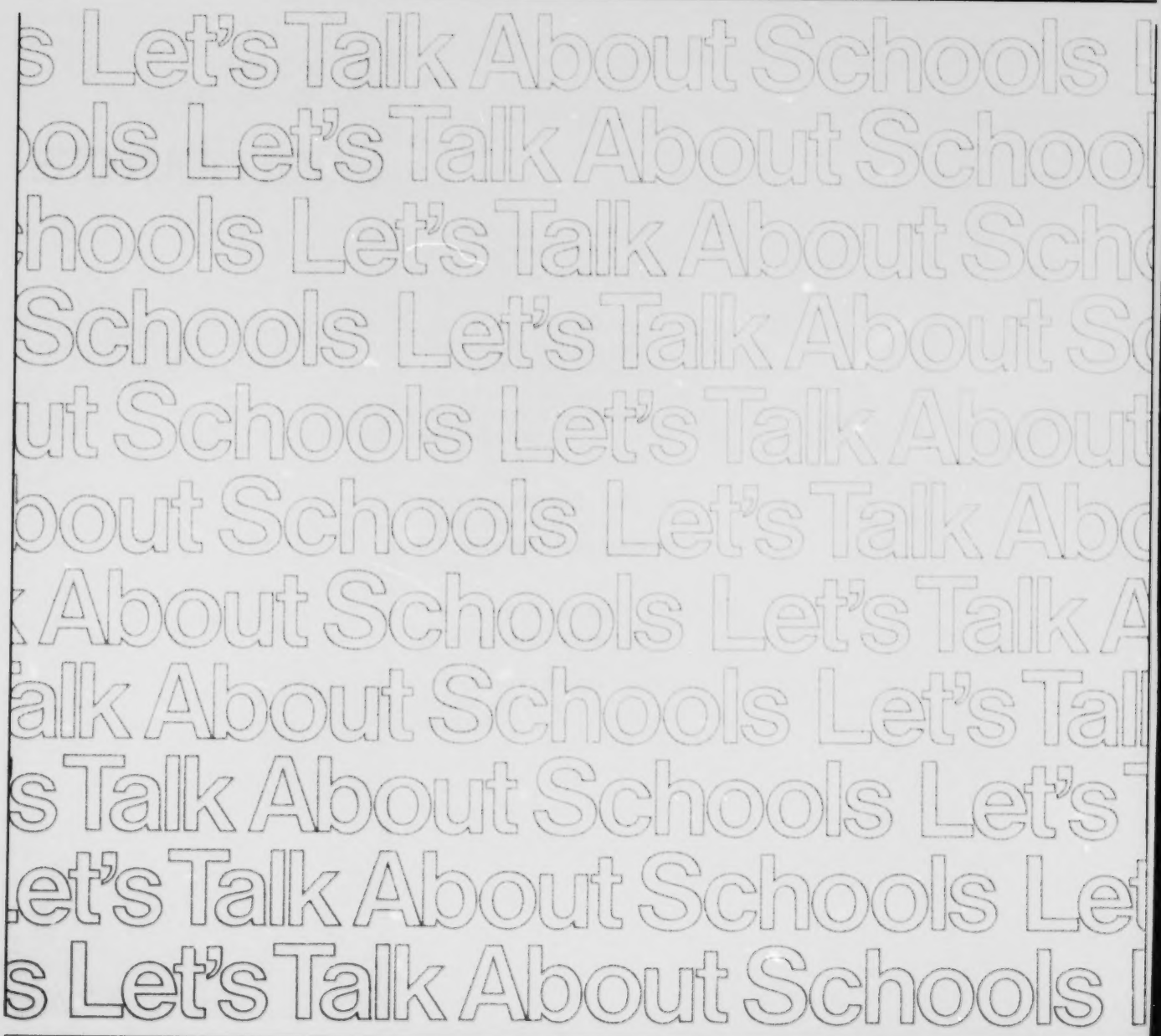
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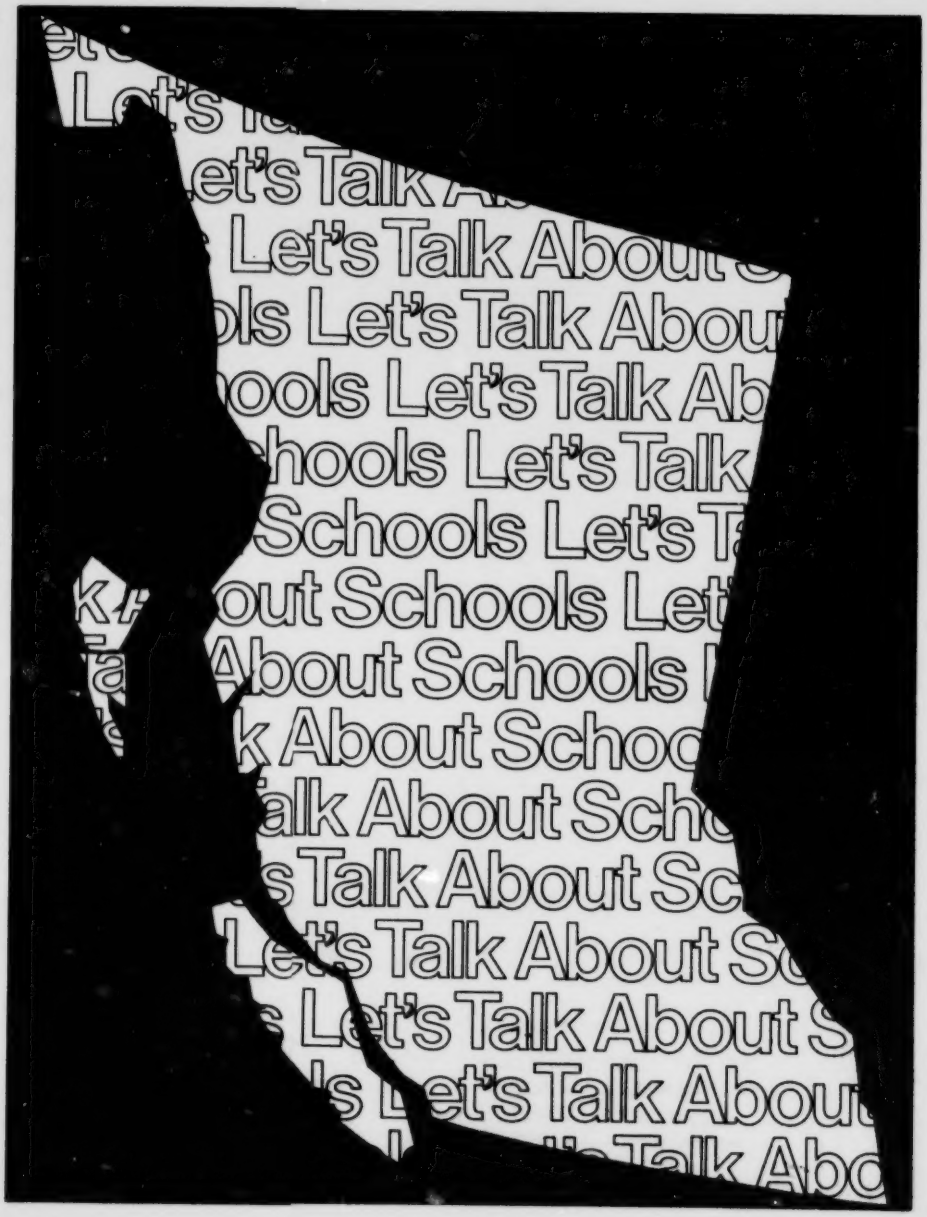
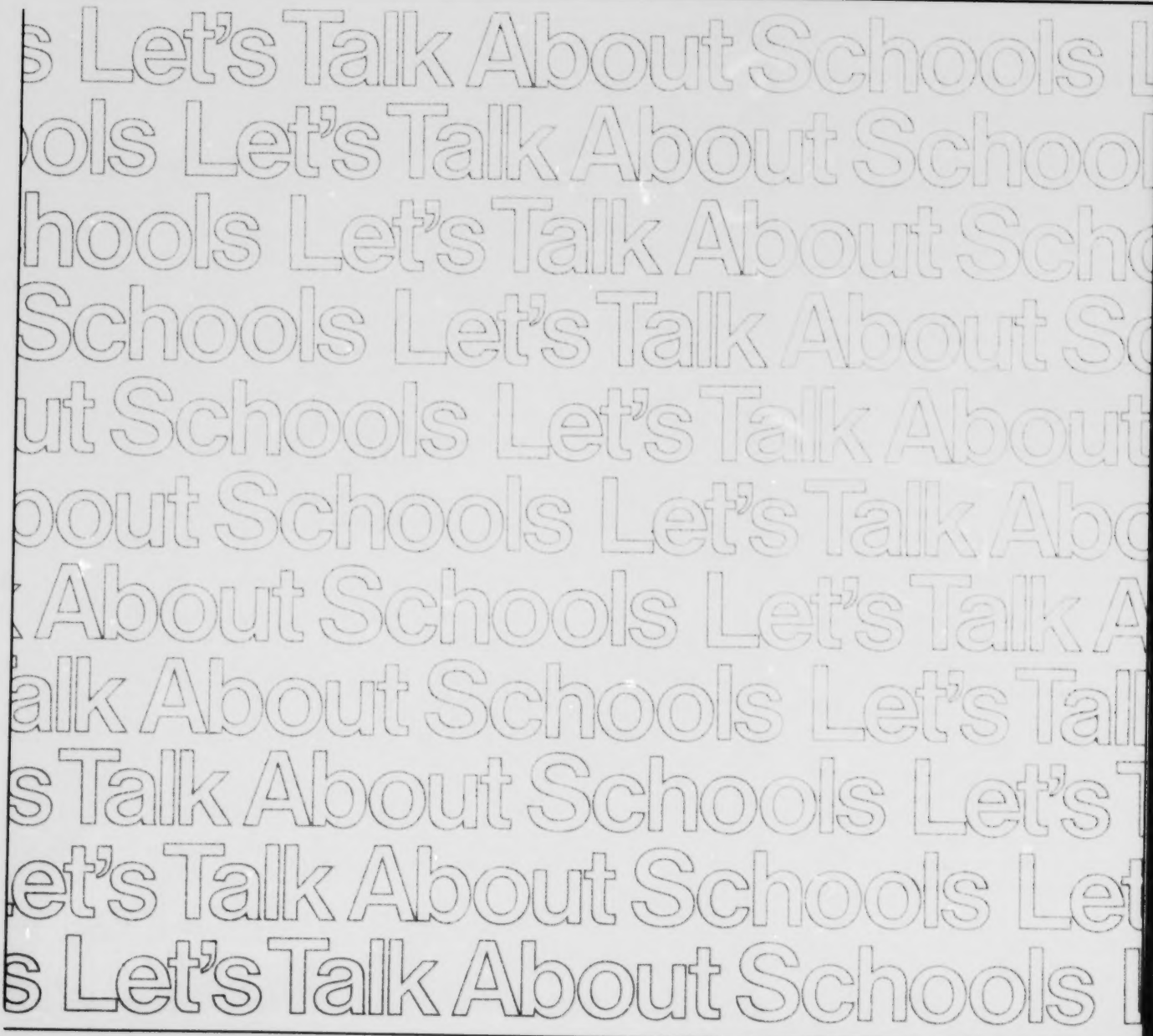
Booklet 4 contains for each school district a listing of the local coordinating committee and public and school meetings. This is followed by a list of those groups which submitted a response to ***Let's Talk About Schools*** in the form of a group paper. The third section includes a list of the individuals who managed the information telephone line maintained during the data collection period to respond quickly to concerns from the field. Also listed in this section are the translation, coding, analysis, and typing staffs employed to categorize the responses made, complete the data analyses, and prepare the final report.

In a field study like ***Let's Talk About Schools*** where heavy reliance is placed upon the cooperation of people in the field, it is often not possible to get an exact count of the number of respondents. What is known is that the district project leaders reported a total of 567 meetings with an estimated total attendance of 15,575. Altogether 1,038 recorder and/or master meeting forms were received from 410 meetings with an estimated total attendance of 10,105. The total number of completed, useable response documents was 4,494. Of these, 99.6% were completed by individuals and the rest by couples; 42.4% reported that they had attended a ***Let's Talk About Schools*** meeting. A total of 482 letters signed by individuals or couples was received. As well, 316 group submissions representing an unknown number of respondents were submitted prior to the March 15 deadline. Lastly, 10 petitions signed by a total of 5,110 people were received.

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LOCAL DISTRICT COMMITTEES & MEETINGS

School District #1 *Fernie*

LOCAL COMMITTEE:
R. Appleby, Trustee
E.L. Coffin (P.L.)*, Superintendent
J. Kozler, Trustee
D. Mader, Trustee
H. Milligan, Trustee
R. Moir, Trustee
H.M. Peebles, Administrative Assistant

PUBLIC MEETINGS:
85/01/24 — Elkford Elementary
85/01/28 — Isabella Dicken Elementary
85/01/30 — Max Turyk Elementary
85/01/31 — Rocky Mt. Elementary and Elkford Secondary
85/02/04 — Ridgemont Elementary
85/02/05 — Jaffray Elementary/ Junior Secondary
85/02/12 — Mt. View Elementary
85/02/13 — Fernie Secondary
85/02/28 — Grasmere Elementary

School District #2 *Cranbrook*

LOCAL COMMITTEE:
D. Sutherland (P.L.), Superintendent
J. Allan, Director of Instruction
A. Lowden, Trustee
J. Savage, Trustee
A.M. Gartside, Trustee

PUBLIC MEETINGS:
85/02/12 — Gordon Terrace Elementary
85/02/12 — Amy Woodland Elementary
85/02/19 — Chamber of Commerce
85/02/20 — Muriel Baxter Elementary
— Tenth Avenue Elementary
85/02/21 — Highlands Elementary
— Steeples Elementary
85/02/26 — Pinewood Elementary
— T.M. Roberts Elementary
— Mount Baker Secondary
85/02/27 — Laurie Junior Secondary
85/02/28 — Parkland Junior Secondary
85/03/05 — Employees' Meeting

School District #3 *Kimberley*

LOCAL COMMITTEE:
R.S. Johnstone (P.L.), Superintendent
J. Patterson, Trustee

PUBLIC MEETINGS:
36 orientation meetings in nine locations

School District #4 *Windermere*

LOCAL COMMITTEE:
W. Chalmers, Superintendent
J. Jack (P.L.), Trustee

PUBLIC MEETINGS:
85/02/07 — Edgewater Elementary
85/02/13 — Windermere Elementary
85/02/21 — David Thompson Secondary
85/02/27 — Canal Flats Elementary/ Junior Secondary

School District #7 *Nelson*

LOCAL COMMITTEE:
H. Nunn, Trustee
J. Martin, Trustee
F. Welwood (P.L.)
B. Dandys, Parent
C. Ward, Parent
W. Maslechko, Superintendent
E. Wilson, Administrator
P. Myles, Teacher
B. Hunter, Teacher

PUBLIC MEETINGS:
85/02/12 — Central School
85/02/19 — Harrop Community Halll
85/02/19 — W.E. Graham School
85/02/26 — Mt. Sentinel School
85/02/26 — Salmo Secondary School
85/03/05 — Nelson

School District #9 *Castlegar*

LOCAL COMMITTEE:
J. Christensen (P.L.), District Librarian
D. Smecher, Trustee
T. Wayling, Superintendent

PUBLIC MEETINGS:
85/05/05 — Stanley Humphries Secondary, Employees' Meeting
85/02/06 — Kinnaird Junior Secondary
85/02/07 — Kinnaird Junior Secondary

SCHOOL MEETINGS:
85/01/31 — Blueberry Creek Elementary
85/02/05 — Twin Rivers Elementary

School District #10 *Arrow Lakes*

LOCAL COMMITTEE:
D. Chambers, Superintendent
B. Rutski (P.L.)
J. Longridge, Teacher

PUBLIC MEETINGS:
85/03/04 — Glenbank
85/03/07 — Fauquier
85/03/11 — New Denver

*Project leaders identified by (P.L.).

School District #11 *Trail*

LOCAL COMMITTEE:
R. Coombs, Parent
M. Dyer (P.L.), Trustee
R. Erickson, Supervisor of Instruction

PUBLIC MEETINGS:
85/01/30 — Fruitvale Elementary
85/02/12 — Rossland Secondary
85/02/13 — J. Lloyd Crowe Secondary
85/02/21 — James L. Webster Elementary
85/02/26 — School Board Office

School District #12 *Grand Forks*

LOCAL COMMITTEE:
A. Glanville, Trustee
J. Kolesnikoff, Trustee
M. Linley (P.L.), Superintendent

PUBLIC MEETINGS:
85/02/14 — Christina Lake Elementary
— Dr. D.A. Perley Elementary
85/02/20 — Christine Lake Elementary
85/02/21 — Dr. D.A. Perley Elementary

School District #13 *Kettle Valley*

LOCAL COMMITTEE:
T. Keefe (P.L.), Superintendent
R.M. Vaisvila, Secretary-Treasurer
J. Velvert, Administrator
W. Robinson, Administrator

PUBLIC MEETINGS:
85/02/25 — Beaverdell Elementary
85/02/26 — Kettle Valley Elementary
85/02/27 — Greenwood Elementary
85/02/28 — Boundary Central Secondary

School District #14 *Southern Okanagan*

LOCAL COMMITTEE:
V. Cook, Trustee
B. Johnston (P.L.), Superintendent
R. Turner, Teacher

PUBLIC MEETINGS:
85/02/21 — Okanagan Falls
85/03/05 — Osoyoos
85/03/11 — Oliver

School District #15 *Penticton*

LOCAL COMMITTEE:
L. Cox, Administrator
S. Irvine, Trustee
T. Landecker, Trustee
G.C. Lind (P.L.), Superintendent
J. O'Flynn, Parent
D. Stolen, Administrator

PUBLIC MEETINGS:
85/02/13 — Snowdon Elementary
85/02/14 — Queen's Park Elementary
85/02/18 — Penticton Secondary
85/02/21 — Kaleden and Naramata Elementary Schools
85/02/27 — Peach Bowl

School District #16 *Keremeos*

LOCAL COMMITTEE:
C. Dirkson, Principal
L. Jeanes, Trustee
D. McLaren, Principal
W. Munden, Trustee
M. Roscoe (P.L.), Superintendent

PUBLIC MEETINGS:
85/02/18 — Cawston Primary
85/02/19 — Hedley Elementary
85/02/21 — Similkameen Integrated

School District #17 *Princeton*

LOCAL COMMITTEE:
J. Atkinson, Rural Representative
R. Cappos, Trustee
G. Cooper, Secondary Parent
S. Jackson, Elementary Parent
N. Keis (P.L.), Superintendent
D. Rankin, Chamber of Commerce

PUBLIC MEETINGS:
85/02/07 — Riverside Elementary
85/02/12 — John Allison Elementary
— Vermilion Forks
85/02/14 — Tulameen Elementary
85/02/18 — Princeton Secondary
85/02/25 — Princeton Secondary

School District #18 *Golden*

LOCAL COMMITTEE:
S. Granger, Superindendent
R. Smith (P.L.), Trustee

PUBLIC MEETINGS:
Public meetings in each of the schools in the district

School District #19 *Revelstoke*

LOCAL COMMITTEE:
R. Butterworth, Administrator
R. Dubasov, Administrator
R. Funk, Administrator
L. Lavik, Administrator
D. Lynn (P.L.), Superintendent
J. Opra, Administrator
K. Robinson, Administrator
P. Sieber, Trustee
G. Sirianni, Secretary
C. Woolman, Administrator

PUBLIC MEETINGS:
85/02/06 — Revelstoke
85/02/27 — Revelstoke Secondary
85/03/04 — Mountain View Elementary
85/03/11 — Revelstoke

School District #21 *Armstrong-Spallumcheen*

LOCAL COMMITTEE:
S. Ladyman (P.L.), Superintendent
A. Hoshizaki, Trustee

PUBLIC MEETINGS:
85/02/06 — Highland Park Elementary
85/02/13 — Pleasant Valley Secondary
85/02/20 — Len W. Wood Elementary
85/02/25 — Pleasant Valley Secondary
85/02/27 — Pleasant Valley Secondary
85/03/04 — Pleasant Valley Secondary
85/03/05 — Pleasant Valley Secondary

School District #22 *Vernon*

LOCAL COMMITTEE:
G. Anderson, Trustee
O. Bedard (P.L.), Superintendent
R. Devling, Trustee
E. Hutchinson, Trustee
A. Klem, Trustee
E. McLean, Trustee
S. Spiller, Trustee
B. Usher, Trustee

PUBLIC MEETINGS:
Retired Teachers' Association
Lumby Chamber of Commerce
Vernon Chamber of Commerce
Kalamalka Junior Secondary
Charles Bloom Secondary
Vernon Secondary
W.L. Seaton Secondary
Clarence Fulton Secondary
Lumby Senior Citizens' Association
HUDAC
Social Planning Council
Kalamalka College Advisory Committee
Kalamalka Rotary Club
Okanagan Indian Band Council
Parents of Children with Special Needs
Public Board Meetings re: ***Let's Talk About Schools*** (Monday, Tuesday)

School District #23 *Central Okanagan*

LOCAL COMMITTEE:
D. Kinsley, Parent
C. Kruschel, Assistant to Secretary/Treasurer
M. Pendharker (P.L.), Superintendent
S. Warren, Trustee

PUBLIC MEETINGS:
85/02/12 — Dorothea Walker Elementary
85/02/14 — Westbank Elementary
85/02/20 — Kelowna School Board
85/02/21 — Kelowna Secondary
85/02/26 — Rutland Senior Secondary
85/02/26 — Administrators Meeting, K.L.O. Secondary
85/02/28 — George Elliot Secondary

School District #24 *Kamloops*

LOCAL COMMITTEE:
R. Andrew, Teacher
S. Beachkowski, Trustee
R. Lyon (P.L.), Superintendent (retired February 28, 1985)
R. Zacharias (P.L.), Superintendent

PUBLIC MEETINGS:
42 meetings in various schools

School District #26 *North Thompson*

LOCAL COMMITTEE:
W.M. Jory (P.L.), Superintendent
E. Shook, Trustee

PUBLIC MEETINGS:
85/02/04 — Dutch Lake Elementary
85/02/05 — Raft River Elementary
85/02/07 — Clearwater Secondary
85/02/12 — Blue River Elementary
85/02/18 — Star Lake Elementary
85/02/20 — Vavenby Elementary

School District #27 *Cariboo-Chilcotin*

LOCAL COMMITTEE:
F. Harkies, Secretary-Treasurer
B. Kelm, Trustee
M. Scott (P.L.), Superintendent
E. Thiessen, Trustee

PUBLIC MEETINGS:
85/02/18 — 100 Mile House Elementary
— Marie Sharpe Elementary
85/02/20 — Alexis Creek Elementary
— Likely Elementary Rural Secondary
85/02/21 — Mile 108 Elementary
— Mountview Elementary
85/02/26 — Horsefly Elementary/ Junior Secondary
85/02/25 — Columneetza Senior Secondary

School District #28 *Quesnel*

LOCAL COMMITTEE:
F. Ahnis, Tillicum Society
D. Bosovich, Deputy Secretary-Treasurer
B. Grant, Parent-Teacher Association
C. Johnston, Parent
F. Kovach (P.L.), Trustee
Rev. H. Magnes, Ministerial Association
F. Marshall, Director of Instruction
M. Singh Moore, Sikh Community
M. Nielsen, Trustee
K. Robertson, Trustee
J. Wallace, Trustee

PUBLIC MEETINGS:
85/02/11 — Wells
85/02/12 — Quesnel Secondary School
85/02/18 — Correlieu Secondary School
85/02/18 — Lakeview Elementary
85/02/20 — Maple Drive Junior Secondary
85/02/08 — Native Friendship Centre

School District #29 *Lillooet*

LOCAL COMMITTEE:
A. Fletcher (P.L.), Superintendent
H. Keir, Trustee

PUBLIC MEETINGS:
85/02/12 — Bridge River Elementary
85/02/14 — Gold Bridge Elementary, Gold Bridge/Bralorne
85/02/19 — Ts'kw'aylaxw Elementary
85/02/26 — Lillooet Secondary

School District #30 *South Cariboo*

LOCAL COMMITTEE:
B. Avis, Superintendent
J. Tegart (P.L.), Trustee

PUBLIC MEETINGS:
85/02/06 — David Stoddart Secondary School, Clinton
85/02/07 — Ashcroft Secondary
85/02/19 — Spences Bridge Elementary
85/02/20 — Lytton Elementary
85/02/21 — Cache Creek Elementary

School District #31 *Merritt*

LOCAL COMMITTEE:
M. Badh, Parent, Sikh Society
D. Byers, Parent
D.L. Fiddick (P.L.), Superintendent
M. Jimmy, Nicola Valley Indian Association

PUBLIC MEETINGS:
85/02/07 — Nicola Valley Indian Education Committee
85/02/19 — Nicola Valley Junior Secondary
85/02/21 — Merritt Secondary
85/02/28 — Christian School Board

School District #32 *Hope*

LOCAL COMMITTEE:
J.G. Leaman (P.L.), Superintendent

PUBLIC MEETINGS:
85/02/13 — Silver Creek Elementary
85/02/14 — Coquihalla Elementary
85/02/18 — Hope Secondary
85/02/19 — Yale Elementary
85/02/20 — Boston Bar Elementary/Secondary

School District #33 *Chilliwack*

LOCAL COMMITTEE:
W.F. Fisher (P.L.), Superintendent
L. Brett, District Business Manager, Chilliwack Junior-Secondary

PUBLIC MEETINGS:
85/02/20 — Sardis Secondary
85/02/26 — Chilliwack Senior Secondary

School District #34 *Abbotsford*

LOCAL COMMITTEE:
R. Schmid (P.L.), District Vice-principal

PUBLIC MEETINGS:
85/02/25 — W.J. Mouat Secondary
85/02/26 — Abbotsford Senior Secondary

SCHOOL MEETINGS:
30 school meetings with parents and teachers
15 staff meetings
15 community meetings

School District #35 *Langley*

LOCAL COMMITTEE:
M. Grinnell (P.L.), Trustee

PUBLIC MEETINGS:
85/02/13 — Aldergrove Secondary
85/02/21 — H.D. Stafford Junior Secondary
85/03/11 — School Board

SCHOOL MEETINGS:
20 school meetings with parents and teachers

School District #36 *Surrey*

LOCAL COMMITTEE:
R. Bowman, Deputy Secretary-Treasurer
S. Garrod, District Public Relations Officer
L. Henry, Trustee
D. Jennings, Superintendent
P. Lewin, Parent
L. McNally (P.L.), Trustee
M. Sawkins, Parent
S. Wood, Parent

PUBLIC MEETINGS:
85/02/12 — Newton Junior Secondary
85/02/13 — Guildford Park Secondary
85/02/14 — Cloverdale Junior Secondary
85/02/18 — Queen Elizabeth Senior Secondary
85/02/19 — West Whalley Junior Secondary
85/02/20 — Earl Marriott Secondary
85/02/26 — Semiahmoo Senior Secondary
85/02/27 — Frank Hurt Secondary

SCHOOL MEETINGS:
11 school meetings with parents and teachers

School District #37 *Delta*

LOCAL COMMITTEE:
M. Bittroff, Trustee
N. Inglis (P.L.), District Staff
C. Porter, Trustee
M. Trotter, Parent Committee Representative

PUBLIC MEETINGS:
85/02/20 — Seaquam Secondary
85/02/21 — South Delta Senior Secondary

School District #38 *Richmond*

LOCAL COMMITTEE:
W. Allester, Trustee
B. Collins, Trustee
L. Greenhill, District Parents Association
A. Jamal, District Parents Association
T. Marxreiter, Trustee
L. ter Borg, District Parents Association
R. Toews (P.L.), Superintendent

PUBLIC MEETINGS:
85/02/12 — Matthew McNair Secondary
85/02/13 — London Junior Secondary
85/02/27 — London Junior Secondary

SCHOOL MEETINGS:
85/01/29 — Incentive School, James McKinney, Kingswood
85/02/04 — Tomsett
85/02/05 — Maple Lane
85/02/06 — Errington
85/02/06 — Blundell
85/02/07 — William Bridge, Daniel Woodward, Donald E. McKay, Alexander Kilgour
85/02/11 — Richmond Senior Secondary, Hamilton, John T. Errington
85/02/12 — W.D. Ferris, James Gilmour
85/02/13 — Manoah Steves
85/02/14 — Garden City, Water Lee
85/02/19 — Westwind, Austin Harris, Thomas Kidd, Maple Lane
85/02/20 — R.C. Palmer Junior Secondary, Lord Byng, Samuel Brighouse, R.M. Grauer, Robert J. Tait, James Thompson, John Diefenbaker
85/02/21 — William Cook, Mitchell, J.N. Burnett Junior Secondary
85/02/25 — Quilchena, James Whiteside

School District #39 *Vancouver*

LOCAL COMMITTEE:
J. Allan, Assistant Superintendent
B. Anandale, School Consultative Committee
A. Khaki, Committee for Racial Justice
R. Piontkovsky, Vancouver Association for Learning Disabilities
K. Latter, Y.M.C.A.
M. Navin, School Consultative Committee
D. Thomas, University of British Columbia
A. Vallis (P.L.), Retired Principal
A. Yauniskis, Junior Achievement

PUBLIC MEETINGS:
85/02/25 — Sir Winston Churchill
85/02/27 — Killarney
85/02/28 — Kitsilano
— Lord Roberts
— John Oliver
85/03/05 — Lord Byng
— Windermere
85/03/07 — Britannia

School District #40 *New Westminster*

LOCAL COMMITTEE:
M. Ewen, Trustee
J. Flagel, Home and School Association
M. Lyons (P.L.), Superintendent
Rev. V. Saklikar, Trustee

PUBLIC MEETINGS:
85/02/18 — Public Library
85/02/19 — Richard McBride Elementary
85/02/21 — Lord Tweedsmuir Elementary
85/02/25 — Queen Elizabeth Elementary

School District #41 *Burnaby*

LOCAL COMMITTEE:
E. Froese, Superintendent
B. Jones, Trustee
G.C. Miller (P.L.), Assistant Superintendent

PUBLIC MEETINGS:
85/02/11 — Parent Advisory Committee
85/02/18 - 85/03/13 — 12 school meetings

School District #42 *Maple Ridge-Pitt Meadows*

LOCAL COMMITTEE:
D. Boyce (P.L.), Former Alderman
J. Denton (Acting P.L.), Parent
W. Hale, Trustee
E.A. Killough, Superintendent
K. Ringrose, Trustee
E.G. Swaren, Assistant Superintendent

PUBLIC MEETINGS:
85/02/18 — Pitt Meadows Secondary
85/02/21 — Garibaldi Secondary
85/02/26 — Maple Ridge Secondary
85/02/06 — District Education Office

School District #43 *Coquitlam*

LOCAL COMMITTEE:
D. Derpack, Administrative Assistant
L. Grant, Parent
K. Mutter (P.L.), Retired Acting Superintendent
S. Noort, Chamber of Commerce
J. Reeves, Parent
C. Thiessen, Parent
R. Watson, Assistant Superintendent
M. Wilson, Parent

PUBLIC MEETINGS:
85/02/21 — Port Coquitlam Secondary
85/02/27 — Port Moody Senior Secondary
85/02/28 — Centennial Senior Secondary
85/03/05 — Dr. Charles Best Junior Secondary

School District #44 *North Vancouver*

LOCAL COMMITTEE:
L. Bogardus, Parents' Advisory Committee
R. Dungey, Trustee
M. Jessup, Trustee
L. Letham (P.L.), Supervisor of Personnel
D. McEown, Assistant Superintendent

PUBLIC MEETINGS:
85/02/18 — Windsor Secondary
85/02/20 — Argyle Secondary
85/02/25 — Balmoral Secondary
85/03/11 — Queen Mary Community

SCHOOL MEETINGS:
At various schools throughout February

School District #45 *West Vancouver*

LOCAL COMMITTEE:
E. Carlin, Superintendent
D. Frith (P.L.), Parent
M. Furk, Trustee

PUBLIC MEETINGS:
85/02/19 — West Vancouver Secondary

School District #46 *Sunshine Coast*

LOCAL COMMITTEE:
B. Beecham, Parent
J. Denley (P.L.), Superintendent
J. Edmonds, Trustee
D. Short (P.L.), District Resource Centre Co-ordinator

PUBLIC MEETINGS:
85/02/13 — Pender Harbour Secondary
85/02/20 — Sechelt Elementary
85/02/27 — Elphinstone Secondary
85/03/06 — Bowen Island Community

SCHOOL MEETINGS:
85/01/31 — Elphinstone Secondary

School District #47 *Powell River*

LOCAL COMMITTEE:
M.D. Ferguson, Trustee
S. Fraser (P.L.), Parent

PUBLIC MEETINGS:
— Cranberry Lake
— J.P. Dallos
— Oceanview
— Texada
— Brooks
— Grief Point
— J.C. Hill
— James Thompson
— Max Cameron
— Kelly Creek
— Edgehill

School District #48 *Howe Sound*

LOCAL COMMITTEE:
S. Brown, Trustee
T.B. Fougberg, Trustee
T. Harris, Superintendent
T.J. MacDonald, Trustee
B. Mallett, Trustee
H. Pattullo, Trustee
E. Ross, Trustee
F.D. Ross, Secretary-Treasurer
T.A. Rothney (P.L.), Director of Instruction
V.D.R. Wilson, Trustee

PUBLIC MEETINGS:
85/02/26 — Signal Hill Elementary
85/02/26 — Myrtle Philip
85/02/27 — Howe Sound Secondary
85/02/28 — Brackendale Secondary
— Squamish Indian Band

School District #49 *Central Coast*

LOCAL COMMITTEE:
J. Brown, Trustee
T. Good, Superintendent
S. Moody (P.L.), Trustee
S. Raymond, Teacher

PUBLIC MEETINGS:
85/02/26 — Nusatsum Elementary
85/02/28 — Bella Coola Elementary
85/03/05 — Nusatsum Elementary
85/03/07 — Bella Coola Elementary
85/03/12 — Nusatsum Elementary
85/03/14 — Bella Coola Elementary
85/03/14 — Shearwater Elementary

School District #50 *Queen Charlotte*

LOCAL COMMITTEE:
D. Gould, Trustee
B. Lefeaux-Valentine, Trustee
G. O'Brien (P.L.), Trustee
W.R. Roper, Superintendent

PUBLIC MEETINGS:
85/02/19 — Masset Community Hall
85/02/20 — Port Clements Community Hall

85/02/25 — Queen Charlotte Community Hall
85/02/28 — Sandspit Community Hall

School District #52 *Prince Rupert*

LOCAL COMMITTEE:
K. Bedard, Trustee
M. Morris, Trustee
E. Skelton, Trustee
H. Stamnes (P.L.), Trustee
J. Uzelac, Assistant Superintendent

PUBLIC MEETINGS:
85/02/14 — Indian Village Representatives
85/02/14 — West side of town
85/02/18 — East side of town
85/02/19 — Port Edward District
85/02/25 — General public
85/03/04 — Special interest groups

School District #54 *Bulkley Valley*

LOCAL COMMITTEE:
A.W. Cooper, (P.L.), Superintendent
R. Dunsdon, Principal
D. Herman, Trustee
C. Johnson, Trustee
N. Karelis, Trustee
R.D. Kilbey, Director of Instruction
D. Leach, Trustee
R. MacLean, Principal
H. Robertson, Trustee
L. Thompson, Trustee

PUBLIC MEETINGS:
85/02/18 — Houston Secondary
85/02/20 — Telkwa Elementary
85/02/21 — Smithers Secondary

School District #55 *Burns Lake*

LOCAL COMMITTEE:
D. Archibald, Trustee
Z. Dilley, Trustee
W. Peterson (P.L.), Assistant to the Superintendent
G. Schneider, President, BLDTA
B. Stanford, Reporter, CFLD
P. Strettan, Superintendent
M. Turkki, Editor, *Lake District News*

PUBLIC MEETINGS:
85/02/11 — Topley Elementary
— William Konkin Elementary
85/02/12 — Babine Elementary/Secondary
— François Lake Elementary
85/02/13 — Muriel Mould Primary
— Grassy Plains Elementary/Junior Secondary
85/02/14 — Lakes District Secondary
— Ootsa Lake Elementary
85/02/18 — Decker Lake Elementary
85/02/19 — Lakes District Secondary. Teachers and Employees
85/02/21 — Lakes District Secondary. Community Groups

School District #56 *Nechako*

LOCAL COMMITTEE:
H. Fitzpatrick, Parent
J. French, Teacher
J. Irvine, Teacher
S. McGluren, Teacher
D. MacKinley, Assistant Superintendent
S. Petrucci (P.L.), Trustee

PUBLIC MEETINGS:
85/02/25 — Fraser Lake
85/02/26 — Fort St. James
85/02/05 — Vanderhoof

School District #57 *Prince George*

LOCAL COMMITTEE:
J. Imrich, Superintendent
J. Larsen (P.L.), Communications & Research Officer
S. Pederson, Parent
R. Stewart, Trustee

PUBLIC MEETINGS:
85/01/30 — School Board Offices
85/02/04 — Duchess Park Secondary
85/02/06 — College Heights Secondary
85/02/12 — McBride Secondary
85/02/13 — Valemount Secondary
85/02/18 — Blackburn Junior Secondary
85/02/20 — Kelly Road Secondary
85/02/25 — Prince George Senior Secondary
85/02/27 — Mackenzie Secondary

School District #59 *Peace River South*

LOCAL COMMITTEE:
B. Dechief, Teacher
P. English, Parent
E. Haddow, Trustee
C. Parslow, Superintendent
R. Ronaghan (P.L.), Teacher

PUBLIC MEETINGS:
85/02/19 — South Peace Senior Secondary
85/02/20 — Rolla Elementary
85/02/21 — Chetwynd Secondary
85/02/22 — Devereaux Elementary
85/02/26 — South Peace Senior Secondary
85/02/27 — Moberly Lake Elementary
85/02/28 — Tate Creek Elementary
85/03/04 — Tumbler Ridge Secondary
85/03/05 — Chetwynd Secondary
85/03/06 — South Peace Senior Secondary
85/03/12 — South Peace Senior Secondary

SCHOOL MEETINGS:

85/02/04 — Devereaux Elementary
85/02/05 — Rolla Elementary
85/02/07 — Parkland Elementary
— Dr. J.H. O'Brien Elementary
— Tremblay Elementary
85/02/11 — Crescent Park Elementary
— Frank Ross Junior Secondary
— Central Junior Secondary
— South Peace Senior Secondary
85/02/12 — Tate Creek Elementary
— Canalta Elementary
— Chetwynd Secondary
— Windrem Elementary
— Don Titus Elementary
— Dokie Elementary
85/02/13 — Grandview Elementary
— Pouce Coupe Elementary
85/02/14 — McLeod Elementary
85/02/18 — Tumbler Ridge Elementary
— Tumbler Ridge Secondary
85/02/28 — Child Development Centre

School District #60 *Peace River North*

LOCAL COMMITTEE:

W. Chelle, Trustee
B. Chisholm, Teacher
B. Frankcombe (P.L.), Superintendent
L. Hinteredgar, Parent
B. Willis, Parent

PUBLIC MEETINGS:

85/01/30 — Cypress Elementary
85/02/05 — Royal Canadian Legion
85/02/07 — Clearview
85/02/12 — Alwin Holland
— Prespatou
85/02/14 — RCMP
— General Pearkes School
— Immaculata School
85/02/15 — Peace Lutheran Drop-in Centre
85/02/18 — Charlie Lake School
85/02/19 — Peace River Health Unit
— North Peace Secondary
85/02/21 — Upper Pine School
85/02/22 — Friendship Centre
85/02/25 — Forest Service
— Chamber of Commerce
85/02/26 — North Peace Community Resources Society
— Prespatou
— Buick Creek

School District #61 *Greater Victoria*

LOCAL COMMITTEE:

K. McCallion (P.L.), Administrative Assistant

PUBLIC MEETINGS:

85/02/14 — Glanford Elementary
— Rockheights Elementary
85/02/17 — Sundance Elementary
85/02/18 — Uplands Elementary
85/02/19 — Blanshard Elementary
— Hampton Elementary
— Torquay Elementary
— Victoria West Elementary
85/02/20 — James Bay Elementary
— Tillicum Elementary
85/02/21 — Lake Hill Elementary
— Macaulay Elementary
— Sir James Douglas Elementary
— Willows Elementary
85/02/25 — Mt. Douglas Senior Secondary
— Fairburn Elementary
— Spectrum Senior Secondary
— Victoria Senior Secondary
85/02/26 — Colquitz
— Reynolds Secondary
— Shoreline Junior Secondary
85/02/27 — Esquimalt Secondary
— George Jay Elementary
— Oaklands Elementary
— Richmond Elementary
— Lambrick Park Secondary
85/02/28 — Monterey Elementary
— Quadra Elementary
— S.J. Willis (parents of children in district alternative programs)
85/03/05 — Campus View Elementary
— Cloverdale Elementary
— Gordon Head Elementary
— McKenzie Elementary
— Northridge Elementary
— Victor School
— Burnside Elementary
— Doncaster Elementary
— Central Junior High
85/03/06 — Frank Hobbs Elementary
— Margaret Jenkins
85/03/07 — Hillcrest Elementary
85/03/11 — View Royal Elementary
85/03/13 — Craigflower Elementary

School District #62 *Sooke*

LOCAL COMMITTEE:

H. Doniecki, Trustee
M. Jacobson, Sooke Parents Education Advisory Council
H. Leung (P.L.), Director of Instruction
V. Martin, Superintendent

PUBLIC MEETINGS:

85/02/18 — Edward Milne Secondary
85/02/20 — Spencer Junior Secondary

SCHOOL MEETINGS:

85/01/29 — Belmont Secondary
85/02/04 — Happy Valley Elementary
85/02/06 — Colwood Elementary
85/02/11 — Willway Elementary
85/02/13 — John Stubbs Elementary
85/02/25 — Sooke Elementary
85/03/06 — Metchosin Elementary
85/03/11 — David Cameron Elementary

School District #63 *Saanich*

LOCAL COMMITTEE:
J. Betts, Trustee
A. Campbell (P.L.), Superintendent
G. Hill, Trustee
M. Grant, Parent
J. Mort, Assistant Superintendent
E. Ralston, Parent
L. Walsh, Trustee

PUBLIC MEETINGS:
85/02/13 — Parkland Secondary
85/02/19 — Stelly's Secondary
85/02/21 — Royal Oak Middle School

School District #64 *Gulf Islands*

LOCAL COMMITTEE:
C. Hingston, Trustee
M. Marshall (P.L.), Superintendent

PUBLIC MEETINGS:
85/02/18 — Pender Island
85/02/20 — Mayne Island
85/02/25 — Saltspring Secondary
85/02/26 — Saturna Community Hall
85/02/27 — Fernwood School
85/03/04 — Galiano Island School
85/03/05 — Saltspring Elementary
85/03/06 — Fulford Elementary

School District #65 *Cowichan*

LOCAL COMMITTEE:
J. Reed (P.L.), Island Consultants

PUBLIC MEETINGS:
85/02/25 — Chemainus Secondary
85/03/04 — Cowichan Senior Secondary
85/03/11 — George Bonner Junior Secondary

School District #66 *Lake Cowichan*

LOCAL COMMITTEE:
L. Chance, Parent
S. Lindstrom, Parent
R. Merriman, Parent
D. Therrien (P.L.), Superintendent

PUBLIC MEETINGS:
One public meeting

School District #68 *Nanaimo*

LOCAL COMMITTEE:
J. Bower, Parent
B. Hoadley, Superintendent
B. Holdom, Trustee
R.Kulai (P.L.), Retired Assistant Superintendent

PUBLIC MEETINGS:
85/02/12 — Nanaimo District Senior Secondary
85/02/26 — Nanaimo District Senior Secondary

School District #69 *Qualicum*

LOCAL COMMITTEE:
W. Bergmann, Teacher
D. Bosnich, Superintendent
B. Evans, Trustee
P. Fraser, Teacher
L. Macey, Trustee
T. Mant, Trustee
M. Stone (P.L.), Former Trustee

PUBLIC MEETINGS:
85/02/09 — Bowser Elementary
85/02/16 — Qualicum Beach Middle School
— Errington Elementary
85/02/23 — Nanoose Elementary
— Parksville Middle School
— French Creek Elementary
— False Bay Elementary
85/02/28 — School Board Office

School District #70 *Alberni*

LOCAL COMMITTEE:
C. Craig, Parent
A. Robinson, Director
N. Thiessen, (P.L.), Superintendent

PUBLIC MEETINGS:
85/02/20 — Mt. Klitsa Secondary
85/02/21 — Bamfield
— A.W. Neill Junior Secondary
85/02/25 — Ucluelet
— Tofino
85/02/26 — Calgary Elementary
85/02/27 — Eric J. Dunn Junior Secondary
— Alberni District Secondary
85/02/18 — Employees Meeting

School District #71 *Courtenay*

LOCAL COMMITTEE:
A. Holmes, Superintendent
J. Milburn (P.L.), Director of Instruction
D. Stevens, Coordinator of Learning Resources Centre
G. Bourque, Trustee
B. Thompson, Assistant Superintendent
D. Hoeppner, Principal

PUBLIC MEETINGS:
85/02/20 — Tsolum School
85/02/21 — Cumberland Junior Secondary
85/02/27 — Comox Elementary
85/02/28 — Courtenay Junior Secondary

SCHOOL MEETINGS:
85/01/24 — School Board Office
85/01/31 — School Board Office
85/02/07 — Lake Trail Band Room
85/02/11 — Highland Secondary
85/02/12 — George P. Vanier Secondary

School District #72 *Campbell River*

LOCAL COMMITTEE:
D. Eldred, Superintendent
L. Nash, Assistant Superintendent
C. Pedersen (P.L.), Trustee

PUBLIC MEETINGS:
85/02/20 — Robron Secondary
85/03/04 — Southgate Secondary
85/03/06 — Carihi Secondary
85/03/07 — Phoenix Secondary

School District #75 *Mission*

LOCAL COMMITTEE:
K. Cameron, Director of Instruction
T. Cocksedge, Parent
W. Sieg, Parent
T. Unwin (P.L), Vice-Principal

PUBLIC MEETINGS:
85/02/25 — Mission Junior Secondary

School District #76 *Agassiz-Harrison*

LOCAL COMMITTEE:
D. Schoenbaechler, Trustee
J. Green, Trustee
R. Welch (P.L.), Superintendent

PUBLIC MEETINGS:
85/02/27 — Agassiz Elementary/
Secondary

School District #77 *Summerland*

LOCAL COMMITTEE:
D. Gregory, Trustee
L. Thomas (P.L.), Superintendent

PUBLIC MEETINGS:
85/02/12 — Summerland Secondary
85/02/19 — Summerland Secondary
85/02/27 — Summerland Secondary

School District #80 *Kitimat*

LOCAL COMMITTEE:
S. Adams, School Consultative Committee
M. Baxter, School Consultative Committee
C. Bell, Student
C. Boulton, Parent
R. Bower (P.L.), Assistant Superintendent
A. Ferreira, Parent
E. Goncalves, Parent
A. Herz, Parent
S. Leite, School Consultative Committee
J. Macdonald, Trustee
H. Mung, Parent
L. Starr, Parent
T. Thomopolous, Parent
B. Wade, Parent
R. Wozney, Trustee

PUBLIC MEETINGS:
85/02/25 — St. Anthony's School
85/02/25 — Roy Wilcox School
85/02/27 — Nechako School
85/03/05 — Kildala School
85/03/11 — Kildala School
85/03/12 — Mount Elizabeth Secondary

School District #81 *Fort Nelson*

LOCAL COMMITTEE:
P. Corcoran (P.L.), Special Education Itinerant Teacher
A. Fletcher, Teacher
R. Vigeant, Trustee
G. Roth, Superintendent

PUBLIC MEETINGS:*
85/01/24 — Church Group
85/01/29 — Indian Schools
85/01/31 — Parent Advisory Committee
— Toad River School
85/02/05 — Community Organization
85/02/14 — Informal Community Leaders
85/02/19 — Teachers
85/02/26 — Administrators

* *All but the meeting at Toad River were held at the School Board Office.*

School District #84
Vancouver Island West

LOCAL COMMITTEE:
T. Ellis, Trustee
B. Paulin, Teacher
D. Price (P.L.), Superintendent

PUBLIC MEETINGS:
85/02/18 — Kyuquot School
85/02/19 — Kendrick Arm
85/02/21 — Port Eliza
85/02/25 — Tahsis
85/02/27 — Zeballos
85/02/28 — Gold River

School District #85
Vancouver Island North

LOCAL COMMITTEE:
D. Austin, Coordinator of Audio-Visual Services
A. Hory, Trustee
L. Nygaurd, Administrative Assistant
H. Stefaniak (P.L.), Superintendent
L. Skarlac, Parent

PUBLIC MEETINGS:
85/02/26 — Woss Lake Elementary
85/03/04 — Sea View Elementary/
Junior Secondary
85/03/18 — Port McNeill Secondary
85/03/19 — Port Hardy Secondary

School District #86 *Creston/Kaslo*

LOCAL COMMITTEE:
M. Lauriente, Superintendent
R. Turner (P.L.), Trustee

PUBLIC MEETINGS:
85/02/06 — Adam Robertson
Elementary
85/02/07 — Canyon Elementary
85/02/11 — Crawford Bay Elementary/
Secondary

85/02/12 — Prince Charles Secondary
85/02/19 — Kaslo Senior Secondary
85/02/21 — Jewett Elementary
85/02/28 — Kaslo Elementary/ Secondary

School District #87 *Stikine*

LOCAL COMMITTEE:
K. Lanphear (P.L.), Director of Instruction

PUBLIC MEETINGS:
85/02/05 — Cassiar Secondary Staff
85/02/06 — Cassiar Parents Advisory Committee
85/02/07 — Lower Post Community and Staff
85/02/11 — Atlin Community and Staff
85/02/14 — Cassiar Community
85/02/18 — Snowridge Staff
85/02/19 — Telegraph Creek Community and Staff
85/02/21 — Good Hope Lake Community and Staff
85/02/26 — Dease Lake Community and Staff

School District #88 *Terrace*

LOCAL COMMITTEE:
F. Hamilton, Superintendent
R. Hislop (P.L.), Trustee

PUBLIC MEETINGS:
85/02/11 — Kitwanga Elementary/ Secondary
85/02/13 — Thornhill Elementary
85/02/14 — Caledonia Secondary
— Hazelton Secondary
— John Field Elementary
85/02/18 — Thornhill Primary
— Copper Mountain Elementary
— Thornhill Junior Secondary
— Uplands Elementary
85/02/19 — Clarence Michiel Elementary
— Skeena Junior Secondary
— New Hazelton Elementary
— Stewart Elementary/ Secondary
85/02/20 — Hazelton Alternate School
85/02/21 — Kiti K'Shan, Jack Cook
— Parkside Elementary
— South Hazelton Elementary
85/02/25 — E.T. Kenney Primary
85/02/27 — Caledonia Secondary

INDEPENDENT SCHOOLS:
Veritas Catholic
Centennial Christian

School District #89 *Shuswap*

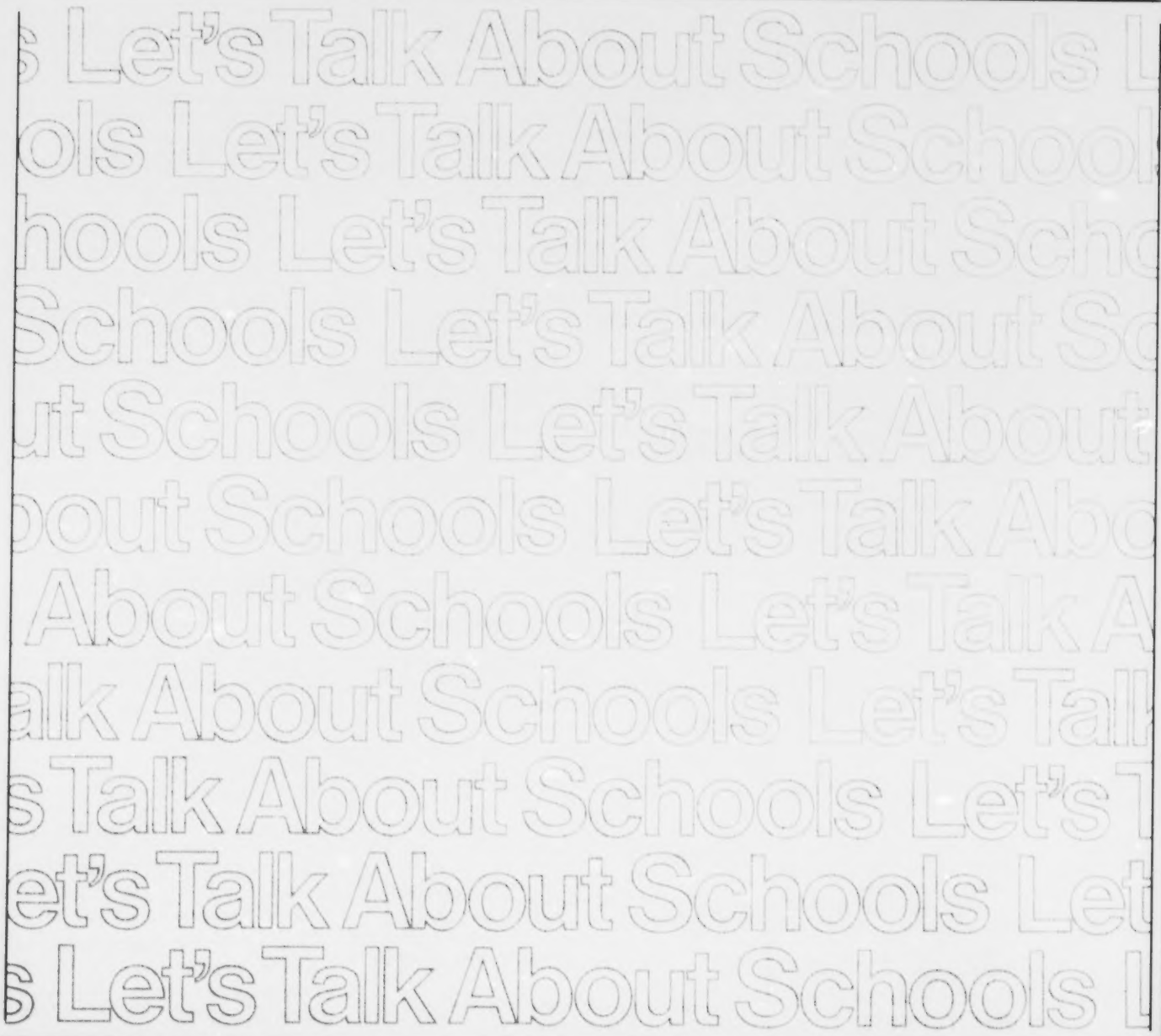
LOCAL COMMITTEE:
L. Bawtree, Citizen
J. Case, Trustee
G. Johnson (P.L.), Assistant Superintendent
D. Kerber, Trustee

PUBLIC MEETINGS:
85/02/18 — North Shuswap
85/02/25 — Malakwa
— Eagle River
— North Canoe
85/02/26 — J.L. Jackson
— Ranchero
— South Canoe
85/02/27 — A.L. Fortune
— Shuswap Junior Secondary
— Grindrod
— Silver Creek
— Falkland
— Sorrento
85/02/28 — Ashton Creek
— Salmon Arm Senior Secondary

School District #92 *Nisgha*

LOCAL COMMITTEE:
A. McKay (P.L.), Superintendent

PUBLIC MEETINGS:
Five meetings with parents and teachers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GROUP SUBMISSIONS

PARENT SUBMISSIONS

Argenta Community School Association	Argenta
Arrow Lakes Burton Fauquier Home and School Association	Burton
Blewett Elementary School Parent Advisory Core Committee	Nelson
Blundell-Garratt Home School/Liaison Group	Richmond
J.N. Burnett School Liaison Committee	Richmond
Cedar Grove Elementary Parents Auxiliary	Gibsons
Chatelech Parents Auxiliary	Sechelt
Columbia Park Elementary Parent Advisory Committee	Revelstoke
Committee of Concerned Parents, Creston	Creston
Concerned Parents of Preschool Children	Creston
Confederation of Parent's Associations of Victoria	Victoria
Coquihalla Elementary School Parent Advisory Committee	Hope
Dawson Creek Sequens Petition	Dawson Creek
District 43 Home and School Council	Coquitlam
District 65 Home and School Association	Duncan
District 89 Parent Advisory Council	Salmon Arm
Don Titus Elementary School Parents	Chetwynd
Duncan Lake Home & School Association	Meadow Creek
Eileen Madson Primary School Parent Support Group	Invermere
Elphinstone Secondary School Parent Advisory	Gibsons
Evelyn Dickson School PTA	Nechako
Forest Park School Liaison Committee	Nanaimo
Gabriola School Liaison Committee	Gabriola
General Gordon School School Consultative Committee	Vancouver
Georgia Avenue School Liaison Committee	Nanaimo
Gibsons Elementary School Parents	Gibsons
Gilmore School Parent Group	Richmond
Grenfell School Consultative Committee	Vancouver
Horsefly School PTA	Horsefly
John Peterson Junior Secondary Parent's Group	Kamloops
Killarney School Consultative Committee	Vancouver
Ladysmith Secondary School Liaison Committee	Ladysmith
Lakes District Community Club	Vanderhoof
Madeira Park Elementary Parents Group	Madeira Park
Margaret Jenkins Home and School Association	Victoria
McKay Parent Group	Richmond
Mile 108 Elementary Home and School Association	108 Mile House
Monterey Elementary School Parent-Teachers' Association	Victoria
North Vancouver Parents Council on Education	North Vancouver
Otter School Parent Group	Langley
Parents' Group, Rock Creek	Rock Creek
Parents of Montessori Alternative Program	Surrey
Parksville Middle School Parents' Group	Parksville
Parkview Parent Advisory Committee	Sicamous
Prairiedale Elementary School	Vanderhoof
Queen Mary Elementary School Consultative Committee	Vancouver
Richmond District Parents Association	Richmond
Roberts Creek Parents Auxiliary	Roberts Creek
Rosemont Home and School Association	Nelson
St. Michael's Catholic School Council	Trail
Samuel Brighouse School Parent Group	Richmond
San Josef School Parent Advisory Group	Port Hardy
Save Our Schools Committee, Home and School Association	Yale
School Consultative Committee	Vancouver
"Schoolhouse" Parents Group to Pitt Meadows Elementary	Pitt Meadows
Sechelt Elementary Parents Auxiliary Core Committee	Sechelt
Sinkut View PTA	Vanderhoof
Skeena Parent Advisory Committee	Terrace
South Wellington School Liaison Committee	Nanaimo
Summerland Senior Secondary School Parents Advisory Committee	Summerland

Tarrys/Shoreacres Parent Group	Castlegar
Trafalgar Elementary School Consultative Committee	Vancouver
Tsolum Elementary School Sub-committee, Parent Consultative Committee	Courtenay
University Hill Secondary Consultative Committee	Vancouver
Uplands Elementary School Parent Group	Victoria
Vancouver Parent-Teacher Council	Vancouver
Waldorf Associated Parent Group	Creston
Walter Lee Elementary School Parents' Auxiliary	Richmond
West Vancouver Parents' Association Ad Hoc Committee Report	West Vancouver
Willows PTA	Victoria
Winchelsea Elementary School Parents' Group	Parksville

SPECIAL NEEDS SUBMISSIONS

Abbotsford Association for Children & Adults with Learning Disabilities	Abbotsford
Association for Children & Adults with Learning Disabilities	Courtenay/Comox
Association of Parents of Gifted and Talented Children	New Westminster
B.C. Association for Children & Adults with Learning Disabilities	Vancouver
B.C. Federation Council for Exceptional Children	Vancouver
British Columbians for Mentally Handicapped People	Vancouver
Canadian National Institute for the Blind	Vancouver
Child Development Centre, Cariboo Cerebral Palsy Association	Williams Lake
Creston Sexual Abuse Support Group	Wynndel
Duncan & District Association for the Mentally Handicapped	Duncan
Education Committee for People with Special Needs	Vernon
First Mennonite Church Society for the Mentally Handicapped	Burns Lake
Fort St. John Association for the Mentally Handicapped	Fort St. John
Fruitvale-Trail Association for Children & Adults with Learning Disabilities	Trail
Kamloops Society for the Mentally Handicapped	Kamloops
Kelowna and District Society for the Mentally Handicapped	Kelowna
Kelowna Association for Children & Adults with Learning Disabilities	Kelowna
Khalsa Diwan Society	Vancouver
Kootenay Society for the Handicapped, Kimberley Branch	Kimberley
Kootenay Society of the Handicapped, Trail Branch	Trail
Mission & District Association for the Mentally Retarded	Mission
Nelson Association for Children and Adults with Learning Disabilities	Nelson
North Shore Association for Mentally Handicapped	North Vancouver
Orton Dyslexia Society	Vancouver
Parents of Children with Special Needs	Qualicum Beach
Parents for Gifted Children	100 Mile House
Parksville/Qualicum Association for Children & Adults with Learning Disabilities	Parksville
Revelstoke Association for the Children with Special Needs	Revelstoke
Richmond Chapter of Association for Children and Adults with Learning Disabilities	Richmond
South Vancouver Island Branch, Association for Children and Adults with Learning Difficulties	Victoria
Special Education Association of S.D.69	Qualicum
Special Education Provincial Specialists	Nanaimo
Vancouver Association For Children and Adults with Learning Disabilites	Vancouver
Vanderhoof Hearing Impaired Society	Vanderhoof
West Vancouver Association for Children with Learning Disabilities	West Vancouver
Williams Lake and District Association for the Mentally Retarded	Williams Lake

TEACHER ASSOCIATION SUBMISSIONS

Abbotsford District Teachers' Association	Abbotsford
B.C. Primary Teachers' Association	Kelowna
B.C. Primary Teachers' Association	Vancouver
B.C. School Counsellors' Association	Vancouver
B.C. Teachers' Federation	Vancouver
Cariboo-Chilcotin Teachers' Association	Williams Lake
Central Okanagan Teachers' Association	Kelowna

Coordinators, Ministry of Education Curriculum Development	Victoria
Coquitlam Teachers' Association	Coquitlam
Cowichan District Teachers' Association	Duncan
Creston Valley Teachers' Association	Creston
Elementary and Middle School Counselling	Qualicum Beach
Hospital and Homebound Teachers	Vancouver
Kettle Valley Teachers' Association	Midway
Kitimat District Teachers' Association	Kitimat
Nechako District Teachers' Association	Vanderhoof
Nelson District Teachers' Association	Nelson
North Peace Secondary School	Fort St. John
North Vancouver Teachers' Association	North Vancouver
Penticton District Association of Teachers	Penticton
Primary Teachers' Association	Kelowna
Primary Teachers' Association	Qualicum Beach
Prince George District Teachers' Association	Prince George
Prince Rupert District Teachers' Association	Prince Rupert
Richmond Teachers' Association	Richmond
Shuswap Teachers' Association	Revelstoke
Southern Okanagan Teachers' Association	Osoyoos
Summerland Teachers' Association	Summerland
Sunshine Coast Teachers' Association	Gibsons
Surrey Teachers' Association	Surrey
Terrace District Teachers' Association	Terrace
Vancouver Elementary Teachers' Association	Vancouver
Vancouver Secondary Teachers' Association	Vancouver
Vancouver S.D. Home Economics Teachers	Vancouver
West Vancouver Teachers' Association	West Vancouver
Windermere District Teachers' Association	Windermere

CHURCH SUBMISSIONS

Abbotsford Christian Assembly	Abbotsford
Association for Reformed Political Action	Surrey
Canadian Women's Christian Temperance Union	New Westminster
Catholic Public Schools	Vancouver
Cedars Christian School	Prince George
Central Heights Mennonite Brethren Church	Abbotsford
Church of Jesus Christ of Latter Day Saints	Fort St. John
Church of Jesus Christ of Latter Day Saints	Prince George
Church of Jesus Christ of Latter Day Saints	Vanderhoof
Dawson Creek Ministerial	Dawson Creek
Fort St. John Gospel Tabernacle	Fort St. John
Fraser Valley Christian High School	Langley
Haney-Pitt Meadows Christian School	Haney
Kootenay Lake Community Church	Crawford Bay
Maranatha Christian School	Merritt
New Life Home School Fellowship & New Life Christian School Board	Burnaby
North Peace Mennonite Brethren Church	Fort St. John
Revelstoke Ministerial Association	Revelstoke
St. Andrews Church	Fraser Lake
Society of Christian Schools in B.C.	Surrey
Spiritual Assembly of the Bahai's	Ashcroft
Spiritual Assembly of the Bahai's	North Vancouver
Vanderview Christian School	Vanderhoof
West Coast Christian Fellowship	Vancouver

ADMINISTRATOR SUBMISSIONS

Armstrong Administrators Association	Armstrong
Association of B.C. School Superintendents	Kimberley
B.C. Council for Leadership in Educational Administration	Richmond
B.C. Principals' and Vice-Principals' Association	Vancouver
Cariboo-Chilcotin Administrators' Association	Williams Lake
Coquitlam School Administrators' Association	Coquitlam
Cowichan Principals' and Vice-Principals' Association	Duncan
Curriculum Council, S.D. 22	Vernon
Maple Ridge Principals' and Vice-Principals Association	Maple Ridge
Nanaimo Administrators' Group	Nanaimo

Non-Teaching Supervisory Personnel, S.D. 71	Courtenay
North Peace Administrators' Association	Fort St. John
Northern Chapter of Association of B.C. School Superintendents	Fort St. John
Prince Rupert School Administrators' Association	Prince Rupert
Quesnel Administrators' Group 1	Quesnel
Quesnel Administrators' Group 2	Quesnel
School Administrators, S.D. 19	Revelstoke
Vancouver Island Superintendents	Courtenay
Vancouver School Administrators Association (Elementary)	Vancouver

FINE ARTS SUBMISSIONS

An Art Teacher	Port Alberni
Arts in Education Council	Vancouver
Association of B.C. Drama Educators	Vancouver
Cedar Hill Music Parents Auxiliary	Victoria
Community Arts Council, S.D. 69	Parksville
Fall Fair Committee	Burns Lake
Heritage Language Association of B.C.	Burnaby
Kelowna & District Arts Council	Kelowna
Music Teachers' Provincial Specialist Association	Courtenay
North Peace Potters Guild	Fort St. John
North Vancouver Music Educators' Association	North Vancouver
Okanagan Mainline Regional Arts Council	Salmon Arm
Penticton and District Community Arts Council	Penticton
Prince George and District Community Arts Council	Prince George
Scottish Country Dance Group of Fort St. John	Fort St. John
Stage North Theatre Society	Fort St. John
Sunshine Coast Arts Council	Sechelt
Trail & District Community Arts Council	Trail

PARENTS FOR FRENCH SUBMISSIONS

Association des Parents du Programme Cadre de Français	Courtenay
B.C. Parents for French	100 Mile House
Canadian Parents for French	Abbotsford/Matsqui
Canadian Parents for French	North Vancouver
Canadian Parents for French	Richmond
Canadian Parents for French	Summerland
Canadian Parents for French	Vancouver
Canadian Parents for French	West Vancouver
Canadian Parents for French, B.C. Chapter	North Vancouver
Comite des Parents de Vancouver	Vancouver
Comite des Parents du Programme Cadre	Prince George
Coquitlam Parents for French	Coquitlam
Penticton Parents for French	Penticton

ADVOCACY GROUP SUBMISSIONS

Agassiz Branch Planned Parenthood Association of B.C.	Agassiz
BCCLA Neighbourhood Action Project	Vancouver
British Columbia Civil Liberties Association	Vancouver
Downtown Eastside Residents Association	Vancouver
Gleneagles Area Ratepayers Association	West Vancouver
Mid-Island Disarmament	Nanaimo
Ombudsman's Office	Victoria
Seniors' Coalition	Vancouver
Vancouver Island Human Rights Coalition	Victoria
West Vancouver Citizens for Peace	West Vancouver
White Rock City Council	White Rock

SCHOOL STAFF SUBMISSIONS

Alberni District Secondary Home Economics Staff	Port Alberni
Arrow Heights Teachers	Revelstoke
Brighouse Elementary School Staff	Richmond
Drinkwater Elementary School Staff, S.D. 65	Duncan
François Lake Elementary School	François Lake
Nanaimo District Senior Secondary Staff	Nanaimo
St. Anthony's School Staff	Kitimat
School Staff, S.D. 71	Courtenay
Sir Guy Carleton Elementary School Staff	Vancouver
West Heights Elementary School Staff, S.D. 75	Mission

WOMEN'S GROUP SUBMISSIONS

Canadian Daughters League	Courtenay
Girl Guides of Canada Lions Area Council	North Vancouver
Provincial Council of Women in B.C.	Vancouver
Richmond Women's Resource Centre	Richmond
University Women's Club of Kelowna	Kelowna
University Women's Club of Parksville-Qualicum	Qualicum
University Women's Club of Richmond	Richmond
University Women's Club of Vancouver	Vancouver
University Women's Club of Victoria	Victoria
West Kootenay Women's Association	Nelson

STUDENT SUBMISSIONS

Aldergrove Secondary Student Council	Aldergrove
District 22 Secondary Grade 12 Students	Vernon
Elphinstone Secondary Students Council	Gibsons
Nechako Valley Secondary Student Council	Vanderhoof
Student's Alliance for Vancouver's Education	Vancouver
Students, Lakewood Junior Secondary School	Prince George
Students, Max Cameron Senior Secondary School	Powell River
Woodlands Junior Secondary Grade 10 Students	Nanaimo

POLITICAL GROUP SUBMISSIONS

Committee of Progressive Electors, Education Committee	Vancouver
Dawson Creek Social Credit Group No.1	Dawson Creek
Omineca NDP Association	Vanderhoof
Prince Rupert New Democratic Party	Prince Rupert
Revelstoke NDP Club	Revelstoke
Richmond Electors Action League	Richmond
Sunshine Coast Solidarity Coalition	Gibsons
Young New Democrats	Nanaimo

TRUSTEE SUBMISSIONS

Board of School Trustees, S.D. 19	Revelstoke
Board of School Trustees, S.D. 30	Ashcroft
Board of School Trustees, S.D. 35	Langley
Board of School Trustees, S.D. 44	North Vancouver
Board of School Trustees, S.D. 63	Saanich
Federation of Independent School Associations	Vancouver
Waldorf School Association of B.C.	North Vancouver
Waldorf School Association of Kelowna	Kelowna

BUSINESS SUBMISSIONS

Association of Professional Engineers of B.C.	Vancouver
Forest Education Council	Vancouver
Hewitt-Moore Canada	Lillooet
Maple Ridge/Pitt Meadows Chamber of Commerce	Maple Ridge
Penticton Rotary Club	Penticton
Salmon Arm & District Chamber of Commerce	Salmon Arm

TEACHER-LIBRARIAN SUBMISSIONS

B.C. Teacher-Librarians' Association	Vancouver
British Columbia Teacher-Librarians' Association, Surrey Chapter	Surrey
Central Okanagan Teacher-Librarians' Association	Kelowna
Golden Chapter of British Columbia Teacher-Librarians' Association	Golden
Mount Arrowsmith Teacher-Librarians' Association	Qualicum
North Vancouver Teacher-Librarians' Association	North Vancouver

HEALTH SUBMISSIONS

British Columbia Medical Association	Vancouver
Canadian Cancer Society	Vancouver
Directorate of Agencies for School Health	Vancouver
North Vancouver Elementary Athletic Association	North Vancouver
Physical Education Society of British Columbia	Vancouver

MULTICULTURAL SUBMISSIONS

Directions E.S.L.	Vancouver
E.S.L. Teachers, S.D. 68	Nanaimo
Revelstoke Multicultural Society	Revelstoke
Richmond Multicultural Concerns Committee	Richmond
Vancouver Multicultural Society of B.C.	Vancouver

INDIAN SUBMISSIONS

Necoslie Band Members	Fort St. James
Indian Education Advisory Committee	Prince Rupert
Native Tillicum Society	Quesnel
Sechelt Indian Band	Sechelt

LABOUR SUBMISSIONS

CUPE Locals 1260 & 1851	Burnaby
CUPE Sub-Local 523	Salmon Arm
Nanaimo, Duncan and District Labour Council	Nanaimo
South Cariboo Labour Council	Williams Lake

GENERAL EDUCATION SUBMISSIONS

Coalition for the Education of All	Vancouver
Phi Delta Kappa, Kamloops Chapter	Kamloops
Phi Delta Kappa, Central Vancouver Island Chapter	Qualicum
Surrey Alternative Movement Education Committee	Surrey

SCIENCE/TECHNOLOGY SUBMISSIONS

Computer Using Educators, B.C.	Campbell River
Science Education Sub-Committee	West Vancouver
Technology Committee, Nanaimo School District	Nanaimo

PARENTS FOR RUSSIAN SUBMISSIONS

Parents for Russian	Castlegar
Parents for Russian	Nelson

UNIVERSITY SUBMISSIONS

University of British Columbia Faculty of Education	Vancouver

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This is the fifth in a set of five booklets which together comprise the full report on *Let's Talk About Schools.*

The five are:

1. ***Let's Talk About Schools: Summary and Highlights***
2. ***Let's Talk About Schools: Results and Method***
3. ***Let's Talk About Schools: Gallup Survey***
4. ***Let's Talk About Schools: Contributors***
5. ***Let's Talk About Schools: A Discussion Paper on British Columbia Schools*** *(Reprint)*

For the full report, write:

Let's Talk About Schools
Ministry of Education
Parliament Buildings
Victoria, B.C.
V8V 2M4

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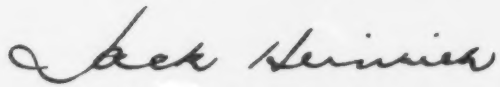
A MESSAGE FROM THE MINISTER

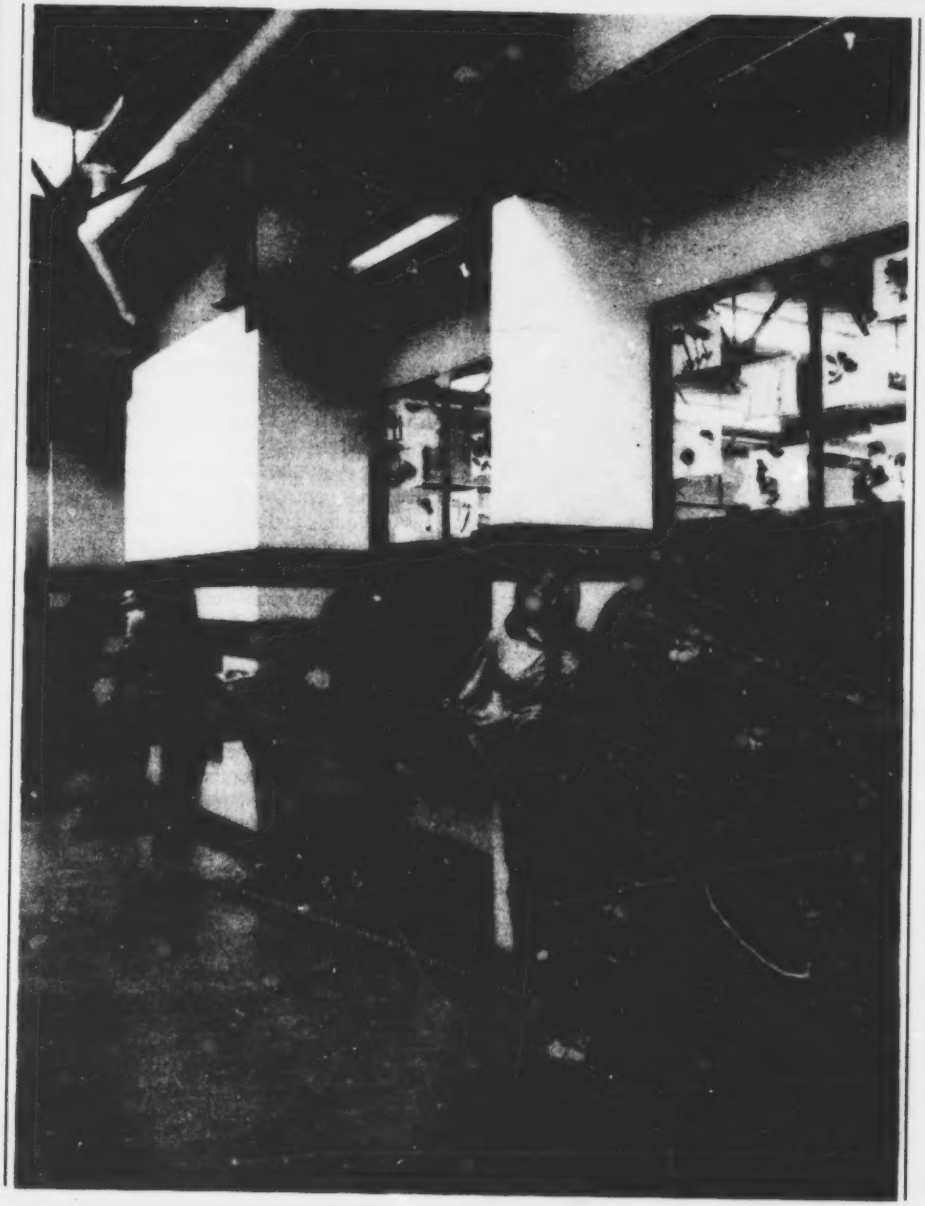
To be effective, schools, like other social institutions, must respond to the world around them. Changes in social and economic conditions have important implications for schools and, because of this, it is necessary from time to time to review how well school systems meet pupil needs and community expectations. In British Columbia, such a review now appears warranted. Shifts in the economy and in patterns of employment, as well as other social developments, are challenging our schools and educators in new ways. If we are to capitalize on the promise of tomorrow as a province and as a people, it seems judicious to reflect first upon our objectives for schools and to consider the directions we would like schooling to take in future years. More specifically, it seems important at this point to discuss a number of questions which relate to the context in which schools operate, the goals and structure of our school system, the relationship between schooling and education, the responsibilities of schools, and the part teachers, administrators, parents, and trustees play in schooling.

To address such questions, and to encourage public, parental, and professional discussion about schooling, in July, 1984, I called together an Advisory Committee to consider some broad questions associated with Provincial schooling and to make their findings known. With some changes in membership, this Advisory Committee laboured vigorously throughout the summer and autumn months to prepare a paper which outlines important issues for schools, and which focuses attention on areas of critical concern. The Advisory Committee has completed its task in producing a document titled *Let's Talk About Schools: A Discussion Paper On British Columbia Schools.* This paper, I hope, will stimulate discussion about the future direction and emphasis of Provincial schooling. In turn, this public and professional discussion will serve as a means of guiding revisions to existing school legislation and in planning school programs for the years ahead. The *Let's Talk About Schools* paper, therefore, represents an invitation to all British Columbians to make their views on schooling known and, in doing so, to help shape schools of the future in this Province.

In keeping with the importance of this public and professional discussion about schools, I have now asked that a Provincial School Review Committee be assembled to accommodate the discussion process. This Provincial School Review Committee will be made up of individuals familiar with various parts of Provincial schooling and sensitive to the needs of different public and professional constituencies throughout the Province. It will be the task of this Committee to organize and encourage Provincial discussion about schooling and to inform me about community ideas and sentiments.



The Honourable Jack Heinrich
Minister of Education



I. INTRODUCTION

1.1

The Task of the Advisory Committee

Slightly more than five months ago, members of the Advisory Committee were asked by the Minister of Education to prepare a discussion paper outlining critical issues and questions facing schools today. In accepting this assignment, we recognized that we had been charged with an important and difficult task. More specifically, we recognized that schooling is something affecting everyone and, therefore, a vital and sometimes controversial aspect of public policy. We realized also that schools play an instrumental role in Provincial and national life, that schools have emerged as one of our most accessible social institutions, and that they remain institutions which embody the imagination and aspirations of many individuals. For these reasons, we were struck by the need to consider carefully, and as objectively as we could, the issues and questions we would raise and, at the same time, to provide a basis for broader kinds of discussion desired by the community.

"Two decades have passed since the state of the Province's schools was reviewed . . ."

In preparing this discussion paper, we were also conscious of the fact that more than two decades have passed since the Chant Commission reviewed the state of Provincial schools, and that significant changes in schools and society had sub-

sequently taken place. Indeed, the Committee felt there was good reason to initiate a new dialogue on schooling among the people of this Province, members of the school community, and the Provincial and local governments who serve them. Here in British Columbia, and elsewhere, there has been mounting interest in discussing the directions schools should take and how they should respond to changing economic and social conditions.

As a Committee, we were therefore pleased to undertake an assignment which reflects the temper of the times and which promises to provide a point of departure for a review of key issues and questions confronting schools. Over the course of this work, it became evident to us that our schools will be better prepared to meet the challenges of tomorrow if we, as a community, take time now to think about and discuss the possibilities and alternatives that lie before us. If our efforts promote such discussion, our work will have been fruitful.

1.2

The Advisory Committee's Point of View

In preparing this discussion paper, the Advisory Committee has been guided by certain assumptions and beliefs about schools and society — assumptions and beliefs which, to some extent, define the Committee's social and educational philosophy. We believe, for example, that society has a right and a responsibility to establish institutions such as schools to ensure the survival of the human community as well as to maintain democratic processes and other Canadian traditions deemed vital to our quality of life. We believe that, next to the family, the school is regarded as one of the institutions most instrumental in perpetuating society and that complex societies, such as ours, require organized systems of schooling to instruct the young, to prepare them for citizenship, and to help them understand the values and traditions of the communities in which they live. We believe, therefore, that the Province has a responsibility to stand in trusteeship over schooling and to provide young people with those things which society, through its schools, can offer.

Furthermore, we believe schooling should be based on democratic processes of representation and participation. The Advisory Committee acknowledges that both the public and school professionals have a right to express their views about schools, to make representation through others, and to participate in policy making according to established procedures. It is imperative, we believe, for all groups and individuals in British Columbia to enjoy both formal and informal opportunities to influence the shape and direction of schooling.

Finally, and perhaps most importantly, we believe that schools exist to assist young people in achieving their full potential. This potential, we feel, can be best realized when all participants in schooling — pupils, parents, the public, school trustees, administrators, and teachers — recognize their complementary roles and responsibilities and work in harmony toward common goals.

1.3

Scope and Objectives of the Discussion Paper

Since its inception, the Advisory Committee has attempted to take a broad perspective in its study and review of issues and questions facing Provincial schools. We have entertained, for example, questions about the structure and processes of schooling, about the social assumptions upon which schooling is founded, about the rights and responsibilities of those who have interest in schools, and about public and parental expectations for British Columbia's school system. We trust that this perspective is illustrated in the scope of this paper.

Our efforts to underline what we regard as important issues and questions are intended to guide and focus discussion, not to constrain it. Early in our work, we recognized the difficulty of trying to inform British Columbians about the issues at hand while, at the same time, stimulating free and open discussion. Certainly, this difficulty presented a problem to us in the technical preparation of this paper. We tried to address this problem in the format selected. For each area of discussion, we begin by providing a background summary of the context in which the issues or questions under examination appear. Then, wherever possible, we outline current legislative provisions or conditions pertinent to the discussion. Finally, we list a suggested number of questions related to the area of discussion for the reader's consideration and response.

By no means do the issues and questions we raise purport to be an exhaustive list of all the issues and questions that may be raised about schools. Nevertheless, we believe they do reflect some of the more serious issues and questions now confronting the schools of this Province and the people who support

them. Moreover, we hope that the issues and questions raised in this paper will help generate other issues and questions related to schooling that people feel to be important.

"British Columbians are encouraged to express their opinions on *what is* and *what ought to be* in their schools."

In short, we have tried to produce a document which will encourage British Columbians to express their views and to comment upon *what is* and *what ought to be* in Provincial schools. We have also sought to provide a means by which people's views on schooling could be communicated to school professionals and to those who make policies and decisions about schools. Such information, we feel, is valuable, particularly at a time when the direction and emphasis of schooling is being discussed, and when revisions to existing school legislation are being contemplated.

The paper that follows is divided into two parts. The first part deals with broad issues and questions pertaining to schools and society. The second part comprises structural and operational issues pertaining to such matters as school governance and management, employee relations, teacher and administrative professionalism, parental and pupil rights and responsibilities, and school district finance and budgets.

II. SCHOOLS AND SOCIETY

Since the establishment of public schooling in British Columbia more than a century ago, schools have been charged with tasks quite apart from those associated with the intellectual development of the young. Over this period of time, there has been considerable debate among school professionals and the communities they serve about the purposes of schooling, the role of schools in society, and the relationship of schooling to the world of work.

Discussion about these matters has frequently crystallized around questions such as: *"How can equality of educational opportunity be assured for everyone?"; "What should schools teach?"; "Should schooling prepare youngsters for careers, or provide the rudiments of a general education?"; "Should schools assume responsibilities which once belonged to the family?"; "Can and should schools serve as agencies for reforming society?";* and *"How can schooling be made relevant to society's emerging needs and circumstances?*

Such questions, of course, are not new: they have been asked in the past and they will be asked again in the future. They are questions every generation raises and redefines in light of changing historical circumstances. They are also questions of enduring value that lie close to the heart of what schooling is about and what the public expects from its schools.

This section of the review document attempts to identify some important areas of discussion that have to do with the broad issue of the school's relationship to society. In this part of the paper, we look at distinctions between education and schooling, curricular issues regarding what should be taught, questions raised by diversity in society and schooling, school standards, issues related to technological innovation, and the nature of school-community relations. Brief introductory information is presented in each of the following areas of discussion to provide a context for questions and issues that may be raised. The Advisory Committee hopes that readers will consider these issues and think about the questions we have identified for your consideration.

"*Education* and *schooling* are sometimes used as interchangeable terms . . . such use of these terms is misleading."

2.1

Education and Schooling: Keeping Our Terms Straight

Education and *schooling* are sometimes used as interchangeable terms to describe the process of learning that takes place within schools. Such use of these terms, although commonplace, is misleading because it suggests that schools are responsible for the overall *education* of individuals and does not allow for the fact that many other agencies and institutions bear responsibility for *education*. For this reason, we believe it is necessary to define and use these terms more concisely in order to describe accurately the responsibilities and functions of schools.

Education may be defined as the total of our life experiences — an accumulation of experiences that may be planned or unplanned, structured or informal. It may be considered as a lifelong process that reaches beyond the limits associated with schooling or other forms of formal preparation. As such, it pertains to all the things we learn in life and to the embodiment of those things in our general intellectual, social, human, and vocational development.

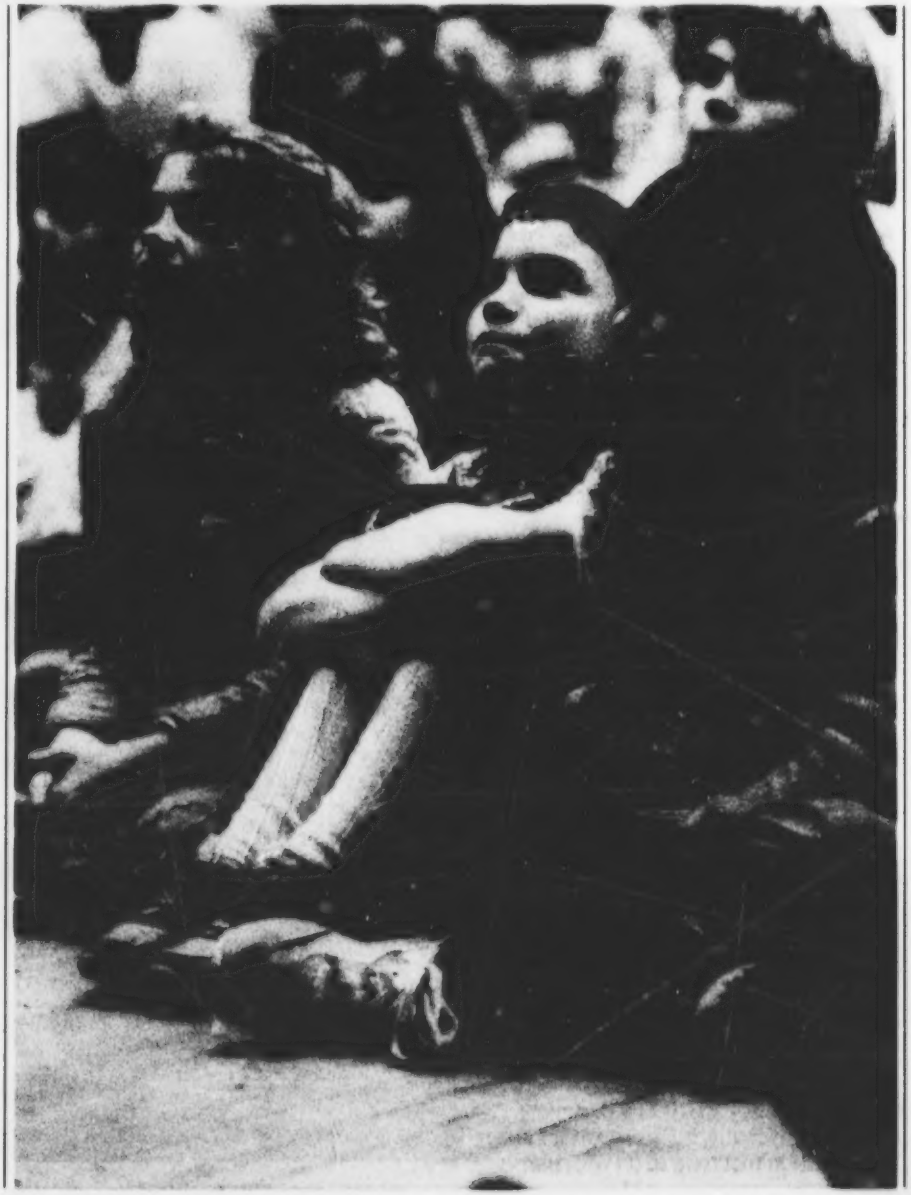
In other words, *education*, in the broadest sense, is a responsibility of the entire community — the home, the church, civic and cultural institutions, service organizations, business and industry, labour groups, and all other associations and individuals capable of assisting in human and social development. Together, schools, parents, and the community at large are partners in helping youngsters reach their educational potential.

Schooling, in contrast, is only a part of *education*, a part that is usually planned, organized, and structured — a part that ordinarily occurs during a particular period in our lives. As one of society's most

important institutions for learning, the school plays an instrumental role in encouraging individuals to pursue the lifelong process of *education*. In delivering certain formal services and programs which we refer to as *schooling*, schools help individuals realize their full educational potential.

Traditionally, the school's primary responsibility has been defined as one which provides for the intellectual development of the young. School activities are planned, taught, and evaluated in ways to cultivate intellectual growth in its various forms. Schools strive to equip pupils with fundamental skills in the areas of reading, writing, and computation, to impart knowledge in core areas of study, and to promote the development of higher-order intellectual skills which give individuals the ability to analyze, synthesize, and evaluate subject matter.

What pupils learn in schools, of course, has always gone beyond mastering basic skills. It includes learning related to social, emotional, moral, and ethical values. It includes learning that provides an understanding of science and technology, an appreciation of beauty and excellence, an understanding of human relationships, and a sense of what it is to be a citizen of Canada and a member of a community. Within school walls, youngsters learn how to develop their social skills, to work with others, to understand group values, and to respect points of view held by other people. In schools, youngsters learn to discover a sense of meaning in their lives; schools are places where people first develop as individuals and where they learn to see themselves in the context of the world around them.



2.2

Goals of Education and Schooling

The goals of education have been subjects of discussion throughout the ages. Over this long period of time, however, there has emerged a set of goals for education that may be found in almost all cultures and societies. In the broadest sense, these goals represent what society hopes to accomplish through the education of its members. They aim at promoting the fullest development of both individuals and society at large. They point toward ideals of excellence and growth in all aspects of life, and they challenge people to reach their potential.

"These goals represent what society hopes to accomplish through the education of its members."

In addition, over this period of time there has also emerged a belief that schools should pursue the general goals of education but that these goals cannot be achieved by schools alone. In fact, responsibility for these goals has come to be seen as something that is shared among a variety of individuals and agencies, including the schools, as part of a collaborative process within society as a whole. Put simply, although schools exist to assist individuals in achieving these goals, and thereby their full potential as people, it is acknowledged that schools as institutions are limited in what they can do.

The following statement of goals outlines many of the ends to which both education and schooling are directed. It is divided into four categories pertaining to the intellectual, social, human, and vocational development of individuals. It is presented here to inform readers and to encourage discussion about which of these educational goals the schools should pursue.

INTELLECTUAL DEVELOPMENT

To assist in developing the ability of individuals to analyze critically, to reason and think independently, and to acquire basic learning skills and bodies of knowledge.

To assist in developing in individuals a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

SOCIAL DEVELOPMENT

To develop in individuals an understanding concerning their relationship to the world in which they live, the role of the family in society, and their responsibilities and rights as citizens.

To develop in individuals a sense of social responsibility, a tolerance and respect for the ideas and beliefs of others, and an ability to live and work with other people.

To develop in individuals an appreciation for the fine arts and an awareness of the cultural heritage and values of Canadian society and the broader world.

HUMAN DEVELOPMENT

To develop in individuals a sense of self-worth, individualism, personal initiative, self-discipline, the importance of the pursuit of excellence, and the satisfaction gained through achievement.

To develop in individuals an understanding of the importance of physical health, emotional well-being and the work and leisure activities which contribute to a good quality of life.

VOCATIONAL DEVELOPMENT

To develop in individuals the means to realize their personal potential and to attain their occupational and career objectives.

To develop in individuals effective work habits, a regard for the dignity of work, and the flexibility to deal with change and challenge in the workplace.

To develop in individuals the sense of self-reliance, vision, and confidence vital to the creation of new opportunities for employment.

Suggested Questions to Consider

1. *Do these goals for education accurately reflect our society's beliefs?*
2. *Are all of these goals of equal importance?*
3. *Which goals of education should schools pursue?*

2.3

Curriculum and Instruction

The question of what should be taught in schools has been an issue that has long engaged the attention of school professionals, parents, and other community members. In recent years, rising public demand for greater accountability in schooling and for improved levels of pupil competence in basic areas of instruction has intensified debate over what traditionally has been a contentious area of discussion, namely the nature of the school curriculum.

"Curriculum refers to what is taught . . ."

The term *curriculum*, as it is used here, refers to what is to be taught, or the body of courses that comprises a structured school program. In British Columbia and elsewhere, there has always been some disagreement within communities over what should be learned by pupils, what bodies of knowledge and skills should be common to those who attend schools, who should determine the curriculum, and what the processes should be for determining it.

Discussions about curriculum are also made more complex by instructional processes. Diversity in the instructional styles and methods employed by teachers can sometimes lead to variation in how a curriculum is delivered. To ensure that pupils reach a prescribed level of achievement, the Ministry of Education has identified methods and materials as guides to instruction. There has been discussion within the community of school professionals about whether these guides assist teachers or infringe upon their prerogatives as professionals.

Current Provisions and Conditions

- *The Provincial curriculum is presently determined by elected representatives of the people — the legislature and school boards. Their authority in this regard is based on the proposition that the public, through its representatives, has the right to determine what is taught in schools.*

- *In addition to prescribing or authorizing courses which comprise the Provincial curriculum, Provincial authorities have generally determined intended learning outcomes for pupils.*
- *In elementary schools, courses and intended outcomes vary little from school to school throughout the Province.*
- *In secondary schools, pupils enjoy broader course choice, including a choice of locally developed courses; therefore, curr'. ilum diversity is relatively greater than in elementary schools.*
- *Instruction is the communication of the classroom. It is what teachers provide and pupils receive so that the final outcomes of the curriculum are achieved.*
- *To assist in the instructional process, the Ministry of Education provides prescribed and authorized learning materials to schools. This practice is carried out to ensure:*
  (a) uniformity from school to school in curriculum content;
  (b) uniformity in the quality of learning materials supplied to each child;
  (c) that transfers from school to school are possible with a minimum of educational disruptions for the child; and
  (d) that materials are purchased in effective and efficient ways.
- *In addition to supplying the content of all Provincially developed courses, Provincial authorities also issue curriculum guides, some of which indicate a preferred methodology.*

Suggested Questions to Consider

4. *What should be taught and learned in schools?*
5. *How should it be taught?*
6. *In determining what should be taught and learned in schools, what should be the role of Provincial authorities? Local school boards? Professionals? Parents? The public? Pupils?*

2.4

Diversity in Society and Schools

British Columbia schools operate in a complex and diverse social environment. Part of this diversity is a product of this Province's unique geography; part of it stems from the racial and cultural richness of British Columbia society. Part of it also is a result of broad social shifts that have occurred throughout the world since mid-century.

Since the Chant Commission report on schools in 1960, important social changes have shaped the way British Columbians look at their schools. Changes in work and family life, changing definitions of parenthood, changing employment patterns, and changes in life styles and social values have altered the way in which we live. The institutions of family and school, for example, have been influenced in recent decades by economic conditions, new social attitudes, changing roles within families, and by limited public consensus on many matters.

"Within a context of social diversity, there may also be found diverse forms of schooling."

Within this context of social diversity, there may also be found diversity in the forms of schooling available. The public now recognizes options for schooling outside the established public school system. Native peoples are now establishing and controlling their own schools. Independent schools challenge public schools for pupils. Non-traditional or alternative forms of schooling challenge traditional forms, and the private commercial sector now markets an increasing array of instructional packages. At the same time, certain segments of the public express greater interest than they once did in determining where their children go to school, who teaches them, and what they learn. Certain segments of the public also exhibit a willingness to purchase schooling for their children, or to supplement the basic schooling their children now receive.

Some observers view these developments with alarm and suggest this diversity will ultimately result in a serious decline of public schooling, and lead to a variety of standards. Others disagree, viewing developments which enhance consumer choice and competition in schooling as beneficial.

Changing forms of schooling and methods of delivery also bring into question where schooling should take place and for how long. In British Columbia and elsewhere, it traditionally has been assumed that in order to develop an informed citizenry, and to prepare individuals for life in society, it is necessary to enforce school attendance. Today, however, this assumption is being examined — particularly by parents who wish to teach their children at home, and also by private firms who claim they can instruct the young in other settings as well as or better than schools can. As a result, a new notion of *attaining required levels of schooling* has emerged to challenge the traditional idea of *compulsory attendance*. This new notion is founded on pupils' achieving basic levels of skill and knowledge in schools, or elsewhere, irrespective of school schedules and in keeping with their own rates of progress and development.

Current Provisions and Conditions

- *All children are entitled to 13 years of schooling (including kindergarten). Subject to certain exemptions, children must attend school from the age of seven to their 15th birthday.*
- *Of the 502,000 school-age children in British Columbia, 472,000 attend public schools; approximately 23,400 attend "group two" independent schools (operating with 30% Provincial funding and following the Provincial curriculum); about 800 are in "group one" independent schools (9% Provincial funding and not following the Provincial curriculum, but undertaking not to teach religious intolerance or racial or ethnic superiority); approximately 5,000 attend other independent schools (not Provincially-funded or supervised); and about 1,000 pupils attend "home schools" which follow the Provincial curriculum, largely through correspondence methods.*
- *Commercial firms also offer instructional programs, particularly firms in the computer industry specializing in software development.*

Suggested Questions to Consider

7. *Are our public schools capable of responding to the many and varied needs of the people of British Columbia?*
8. *Are there other forms of schooling which should be publicly supported? To what extent? How should such forms of schooling be monitored, and by whom?*
9. *Should public choice in schooling be enhanced? If so, how?*

"Achievement standards for schools have long been a topic of interest."

2.5

Standards of Achievement in Schools

Achievement standards for schools have long been a topic of public, parental, and professional interest. In recent years, however, new attention has been directed toward discussions about school outcomes and minimum competency levels in areas of basic instruction, as well as the relationship between achievement and class size. In part, this trend has been a result of public demands for greater accountability and for accurate measurement of what schooling achieves. In part, also, emphasis on school standards has grown out of fears about declining pupil abilities and the *knowledge gap* that may exist between Canada and other advanced industrialized nations.

Within a context where there is possibility for greater consumer choice in schooling, and where competition among various forms of schooling may intensify, the question of standards becomes an even more complex issue. The fact that different institutions or agencies may be involved in schooling the young suggests that a variety of standards could exist, and that pupils may require protection to ensure they receive adequate instruction.

How this protection should be provided is emerging as an important issue in British Columbia and elsewhere. Some individuals contend that market forces will prevail to ensure quality schooling in a diverse marketplace; others argue that safeguards of the marketplace may not be adequate and that government should monitor standards for all agencies providing instruction to the young.

Current Provisions and Conditions

- *In public schools and in "group two" independent schools, systems exist to evaluate achievement through learning assessment programs, examinations, and specific actions related to evaluation requested by the Minister. There are also accreditation procedures.*
- *School districts now have their own methods to evaluate pupil achievement and progress.*
- *In other independent schools and in cases of home-schooling, Provincial authorities are not aware and do not have the ability to find out what learnings are being attempted or what achievement or progress is being made.*

Suggested Questions to Consider

10. *What standards should be established for all schools, public and otherwise? Should standards be established for all grades and all subjects? Who should establish these standards? Should standards be monitored? How? By whom?*
11. *To what extent should Province-wide examinations exist? What purposes can such examinations serve?*
12. *To what extent should entrance requirements set by post-secondary institutions determine secondary school curricula and standards?*

2.6

Technological Innovation and Schools

Technology, particularly the computer, is profoundly influencing virtually all aspects of life — and the school is no exception. Computers, video cassettes, software packages and the like are already being rapidly incorporated into schools and are shaping the ways young people learn. New technology has made possible opportunities for learning unimaginable a decade ago — underlining the fact that learning is not confined to schools, and that schooling in the future may take place in many different settings. In years to come, learners may no longer be closely bound to the schedule of the school day and school year as they have been for generations. Already, new delivery systems and instructional packages make it possible for youngsters to tailor their learning experiences in highly personal and specialized ways, and to regulate their own rates of progress.

"Technology is profoundly influencing virtually all aspects of life."

Such developments may naturally change the traditional role of the teacher. In decades ahead, teachers may no longer be at the centre of the instructional process in that they may make fewer decisions about what is to be learned and the instructional strategies to be employed to obtain learning objectives.

Technological innovations also have implications for schools beyond curricular and instructional change. Technology changes patterns of employment and labour requirements. Also, the manner in which technology is used raises broad issues and questions concerning its effects on individuals and the quality of human life in a technological age.

Current Provisions and Conditions

- *No Provincial directions exist which pertain to the use of computers in schools.*
- *Use of computer-based instruction varies from situation to situation and from school to school.*
- *New instructional "packages" are produced by schools and schools sometimes purchase instructional programs packaged and sold by commercial institutions.*

Suggested Questions to Consider

13. *How might technological change affect the schools?*
14. *To what extent can schools capitalize upon technological change?*
15. *How can schools accommodate this technological change and make it part of school operations and programs?*
16. *Are there inherent dangers in accommodating technological change? If so, what are they?*

"Schools tend to be one of the most visible and accessible institutions within communities."

2.7

School-Community Relations

Schools play a unique and integral role in the life of every community. They serve first as institutions for learning, but they also perform other important and diverse social functions. Schools, for example, serve as centres where many community services are coordinated and delivered. Within schools, teachers and administrators frequently work in conjunction with doctors, nurses, health officials, and with child-care and human resources personnel in providing different kinds of remedial and social services to youngsters. In addition, schools are places where adult learning sometimes takes place, where employers and school staff design work-study programs, where safety instruction may be offered, and where many community events and meetings are held. For these and other reasons, schools tend to be one of the most visible and accessible institutions within communities.

It is not surprising, therefore, that the character of school-community relations is of great interest to school professionals and the public alike. Nor is it surprising that schools generally become focal points for discussion about many issues ranging from questions concerning the quality of instruction, to those having to do with social values or the provision of community programs.

Schools, however, operate within this dynamic environment usually without benefit of community consensus on many issues, including lack of agreement among public constituencies about the goals of schooling and the priorities that should be placed on resources made available to schools. Furthermore, community interest in school affairs is often episodic in nature and focused on single issues, not always related to curriculum or instruction. In light of this uncertain social environment around schools, and in light of varying public interests within and among communities, it is generally difficult for school professionals and for elected trustees to decide how to nurture and strengthen school-community relations. Likewise, it is difficult for parents and other community members to know how they may assist schools in the tasks they perform.

There is agreement, of course, that good school-community relations are important to both the community and the school and that the process of schooling is greatly enhanced by public interest and participation. What is more difficult to determine, however, are strategies which will bring about effective communications between schools and the communities they serve, and which will suggest to schools the nature of community sentiments and public expectations about what schooling should represent.

Current Provisions and Conditions

- *Relationships between home and school vary from school to school and from classroom to classroom.*
- *Schools are required to report to parents only on matters of pupil progress.*

Suggested Questions to Consider

17. *To what extent should parents and other members of the community be involved with schools, and to what extent should schools be involved in the life of the community?*
18. *How can school-community relations be strengthened?*
19. *What should be areas of consultation for trustees, school professionals, parents, and the community?*

III. SCHOOL GOVERNANCE, MANAGEMENT, AND THE PEOPLE IN THE SYSTEM

3.1

Legislative Provisions for School Governance and Management

Under the terms of Canada's **Constitution Act**, responsibility for schooling is a Provincial matter. In British Columbia, the Provincial Government administers this responsibility through the **School Act** and **School Act Regulation**. In accordance with the principle of lay control for schools, the **School Act** and **School Act Regulation** assign authority for the governance function, otherwise known as the legislative or policy-making function, to the Minister of Education at the Provincial level, and to boards of school trustees at the local level.

In setting out roles and responsibilities for governing representatives, the **School Act** and **School Act Regulation** empower the Minister of Education to supervise and monitor British Columbia schools. In doing so, this legislation makes the Provincial Government accountable to the electorate for this work. At local levels, the **School Act** and **School Act Regulation** empower 75 school boards throughout the Province to administer legislation and regulations respecting schools and these statutes also make school boards accountable in this regard to the Minister of Education and to the communities which elect them.

The **School Act** and **School Act Regulation** also define the management or executive functions to be performed by school officials appointed at Provincial or local levels, including the roles and responsibilities of Ministry officials, school district officials,

"Discussion continues over the roles of provincial and local governments."

and school principals. The **School Act** and **School Act Regulation** give authority to school boards to hire senior-level district staff (including school superintendents and secretary treasurers), to administer school operations and to advise boards in formulating policy. School boards are also responsible for hiring school principals and their assistants at the middle-management level. In addition, school boards hire all instructional and non-instructional staff in schools and provide the physical facilities essential to schooling.

Since the passage of the first public school act in British Columbia more than a century ago, discussion has taken place about the respective roles that the Provincial Government and local boards play in school governance, and the level of local autonomy that should exist. There has likewise been discussion about the nature of the relationship between those who govern and those who manage schools. In light of the fact that schooling is valued by society and, indeed, that it reflects society's values, it is not surprising that debate has occurred over who should govern what, about the relationship between governance and management, and about which level of governance best serves the public good. Certainly, in dealing with major areas of schooling (curriculum, pupil achievement, personnel, operations, and finance) the elected officials who make school policy, and the appointed officials who administer such policy, address matters of vital concern to local communities and to the Province as a whole — matters that inspire public interest and, sometimes, controversy.

Current Provisions and Conditions

- ***Section 93 of the Constitution Act assigns responsibility for schooling to the provinces.***
- ***The Provincial Government administers this responsibility and, in doing so, delegates to school boards certain powers and responsibilities.***
- ***The School Act and School Regulation describe the governing powers of the Lieutenant Governor in Council, the Minister of Education, and school boards.***
- ***The School Act and School Regulation describe the managerial responsibilities of the Ministry of Education, the superintendents and their staffs, and those of principals. In addition, administrative bulletins describe the managerial roles of school district staff and principals.***

Suggested Questions to Consider.

20. *Is the separation of authority to govern the public schools suitable in light of current conditions? Should school board requests for greater autonomy be met? Should school board powers be reduced, expanded, or remain the same? Would the enlargement of school board autonomy improve the effectiveness of schools?*
21. *What processes and mechanisms might be devised to ensure that the Provincial Government and school boards remain accountable to society at large, and responsive to the needs of local communities?*
22. *Is the current system of political accountability satisfactory or should new instruments of accountability, such as recall and local initiative, be considered?*
23. *Should individual schools be permitted to have a school council made up of parents and other community members? To what extent should such councils have powers delegated by school boards?*

3.2

Key Governance and Management Issues

A number of important questions and issues surround the areas of school governance and management. However, because all of these questions and issues cannot be raised within the scope of this review, the Committee has chosen to focus discussion in this section of the paper on matters to do with labour relations, school finance, and school budgets — three topics that appear to be of central and immediate interest both to members of the community and to school professionals.

3.21

Labour Relations

In both public and non-public sectors, it is generally agreed that sound bargaining practices are related to good labour relations, and that good labour relations contribute to a motivated and effective workforce. Within the school community, it is also believed that good staff morale improves the quality of instruction found in schools and thereby enhances pupil learning.

Under existing legislation, most school district employees in British Columbia are represented by formal employee organizations. The British Columbia Teachers' Federation (BCTF) represents the professional and economic interests of teachers and school principals but excludes other school administrators from its membership. Other organizations represent non-instructional staff in the bargaining process.

Across the Province, local teacher associations bargain annually with school boards for salaries and benefits and, in instances where settlement is not reached, provision is made for compulsory and binding arbitration. Disputes between school boards and non-instructional employees may be settled by strikes, lockouts, or arbitration.

At present, the scope of labour relations bargaining is governed by three separate pieces of legislation. Negotiations between school boards and local teacher associations are conducted under the **School Act** which tends to limit bargaining to salary and bonus items. In recent years, the scope of bargaining has been broadened somewhat through the passage of the **Public Sector Restraint Act** which allows for the negotiation of procedures concerning personnel terminations. The **Public Sector Restraint Act** likewise applies to non-instructional staff who bargain under the **Labour Code.**

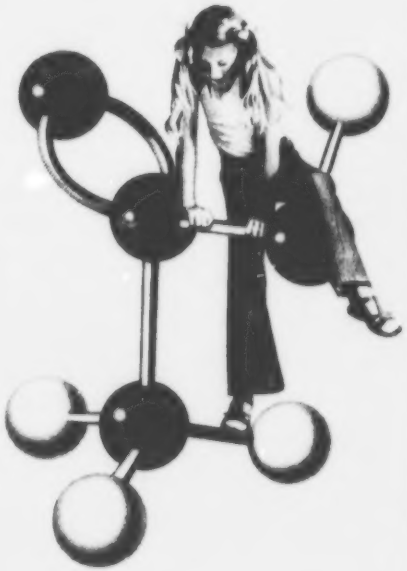
Some individuals feel that arbitrators, on occasion, have extended the scope of bargaining beyond original limits. This has become a contentious situation and one that has been further complicated by the fact that arbitration boards are not directly accountable to the public, even though they now appear to be involved in making decisions which have important implications for public policy. Controversy similarly surrounds negotiations concerning non-instructional job-protection provisions and termination procedures for teachers. Overall, there seems to be a need to find new ways, appropriate to the educational setting, to resolve complex bargaining and employee-relations issues.

Current Provisions and Conditions

- *Teacher associations now bargain for "salaries and bonuses." The question of what constitutes "bonuses" has emerged as a contentious issue. In general, arbitration boards decide what the term "bonus" means. Some elected representatives and school administrators believe arbitration boards have extended what was originally held to be the scope of bargaining.*
- *The passage of the* ***Public Sector Restraint Act*** *has presented school boards, school administrators, and school employees with new and difficult problems related to retaining or terminating professional employees.*
- *The Provincial Government is not directly involved in the bargaining process, although it affects the process by limiting the extent of school board spending.*
- *Bargaining is conducted by school boards and local associations either individually on a district basis, or in larger zones. Disputes arising from school board-local teacher association negotiations are resolved by compulsory and binding arbitration.*

Suggested Questions to Consider

24. *Should all school board employees be covered by the same collective bargaining rules?*
25. *Should the present system of bargaining be retained? If not, how should it be changed? Should the scope of bargaining be expanded?*
26. *Should compulsory and binding arbitration be retained for teachers? Should strikes and lockouts be permitted as an alternative to arbitration?*



3.22

Financing Provincial Schools

Public schooling in British Columbia is financed by revenues raised through local taxation and by Provincial Government grants. Responsibility for school support is thus shared between the Provincial Government and the Province's 75 school districts on a proportional basis determined by Provincial authorities. Under this arrangement, boards of school trustees are responsible for levying school taxes on residential property which are collected by municipal governments and the Provincial Surveyor of Taxes; the Provincial Government levies and collects school taxes on all other classes of property. This system of school finance was developed for two principal reasons: to ensure that quality school programs were made available to youngsters throughout the Province; and, to ensure that each school board was in an equitable position to offer school programs and services — in other words, that equal opportunity for schooling existed in every community. In the past, school boards were authorized to expand school programs and services beyond Provincially-set levels and to support such expansion through increases in local taxes.

The passage of the **Education (Interim) Finance Act** in 1982, however, revised the powers of local school boards. The Province now limits school board spending to levels determined by the Minister of Education. The Province also determines the percentage of a board's budget that will be paid by the Provincial Government and prescribes the portion of a board's budget to be allocated for special education programs. Such changes have had obvious repercussions and have led to discussion and debate on the relative merits of school board and government controlled levels of school spending, and on whether and how the basic education program should be supplemented.

Current Provisions and Conditions

- *Under the terms of the **Education (Interim) Finance Act**, the Provincial Government sets a ceiling on the levels of school board expenditures; defines the part of a board's budget to be spent on special education; limits the collection of school taxes by school boards to residential property only, and determines the cost of the basic education program.*

Suggested Questions to Consider

27. *Who should set levels of school board spending? The Province? Local school boards? The Province and school boards together?*
28. *Should school boards be allowed to raise taxes above those required to sustain basic levels of school service determined by the Province?*
29. *Is the goal of equality in schooling best served by the Province's establishing a basic level of services that must be provided in all school districts?*

3.23

School District Budgets

On January 1, 1984, a new program-based fiscal framework for determining school board budgets was introduced by the Provincial Government. This system applies Provincially-set, service-level formulas to estimate allowable levels of school board spending. In calculating costs of basic education programs and other services for school districts across the Province, these formulas take into account a number of factors including climate, geographical dispersion of population, local costs of living, and the like. School boards are required to deliver programs and services in accordance with the allocations the fiscal framework assigns. However, once a total budget is determined, local boards are free to use revenues allocated to them in whatever ways they consider necessary to provide services, providing they do not reallocate resources targeted for special education programs.

"In 1984 a new framework for determining school board budgets was introduced."

Within school districts, methods of resource allocation vary considerably. Some districts allocate resources among schools on a per pupil basis; others divide budgets into categories for particular services and programs. Recent discussion and debate on school district finance has centred around such matters as adequacy of Provincial service levels, problems of adjusting to the new fiscal framework, and the need to develop effective financial management systems, including consideration of school-based budgeting procedures.

Current Provision and Conditions

- *School district budgets deal with expenditures and revenues. Expenditures refer to all school board expenses such as salaries, classroom supplies, heat, light, transportation, maintenance, and debt repayment. Revenue refers to the funds required for the board to operate.*
- *The largest single expenditure of any school board is that related to salaries and wages. Usually, this comprises approximately 80% of all expenditures.*

- *Provincial Government grants are the largest single source of revenues to school boards. Ordinarily, such grants cover 60% of planned and allowable expenditures but may rise as high as 99% in some districts.*

Suggested Questions to Consider

30. *Should funds to schools be targeted for specific purposes?*
31. *Should financial resources be shared equally between elementary, intermediate, and secondary schools on a per capita basis? Should school districts utilize school-based budgeting systems?*
32. *Are existing levels of funding adequate to meet current public expectations for schools?*

3.3

The Responsibilities and Rights of Parents and Pupils

Parents and pupils enjoy a special relationship with schools since they are the individuals most directly affected by the character and quality of school programs. The fact that schools have come to be seen historically as gateways of opportunity has made questions of pupil and parental entitlement important ones because they are seen to affect an individual's chances in life. Existing legislation, however, does not set out in any comprehensive or unified way the responsibilities and rights of parents and pupils in British Columbia.

At present, the assorted responsibilities and entitlements of parents and pupils are described in various sections of the **School Act** and **School Act Regulation**, and this legislation suggests the balance that should exist between the responsibilities and rights of individuals in a democratic society. For example, legislation outlines a number of rights for parents and pupils, including: parents are entitled to obtain instruction for children for a period of 13 years (from kindergarten to Grade 12); parents are entitled to receive information on children's progress, attendance, and on other matters deemed relevant by school boards; pupils are entitled to receive schooling in a safe, healthy environment; pupils with special needs are entitled to special education within the limits of resources available to school boards for that purpose; pupils are entitled to receive correspondence schooling if they reside in areas where schools are not accessible; and francophone pupils are entitled to take their schooling in French in districts where enrolments make this practical.

To some extent, however, these entitlements are conditional. In other words, parents are entitled to obtain schooling for children providing that both they and their children observe certain rules and regulations. For example: parents must ensure that children attend school during the compulsory attendance period from the age of seven to the age of 15 and provide explanations for children's absences from school; pupils must exhibit acceptable behaviour and not disrupt school procedures; and, pupils and their parents are jointly liable for damages caused to school property.

> "Parents and pupils enjoy a special relationship with schools."

Quite apart from traditional kinds of questions arising from parental and pupil entitlement to schooling and the need for more comprehensive codification of rights, new questions are also emerging that have to do with recent changes in school and society — changes for which existing legislation does not make provision. Changing ideas about human rights, natural justice, parental choice, standards of achievement — as well as technological developments, and the emergence of alternative delivery systems for school programs — all suggest a need to revise current statutory guidelines.

In recent years, for instance, discussion among school professionals, parents, and the community at large has dealt with such matters as: *Should schooling be an absolute right? Should it exist irrespective of a pupil's ability to gain anything meaningful from school? Should parents receive help if they wish to undertake home schooling for their children? Should public schooling be 100% publicly funded? To what extent should educational and other services be made available to pre-school age youngsters? Should the School Act define levels of compulsory achievement rather than periods of compulsory attendance?* And, *who should have access to pupil records?* These issues, of course, are but a few of many issues that may be raised which generally relate to parental and pupil entitlements and responsibilities.

Current Conditions and Provisions

- *Pupil entitlements to schooling are now prescribed only in terms of a school board's responsibility to provide school services.*
- *No other pupil rights are presently guaranteed in legislation.*
- *Pupil responsibilities now include attendance, acceptable behaviour, and application to studies.*

Suggested Questions to Consider

33. *Should parental and pupil responsibilities be specifically codified in law?*
34. *Should parents be allowed to keep their children at home and provide schooling for their youngsters themselves? Should parents receive assistance in schooling children at home?*
35. *Should a period of compulsory schooling exist or should pupils be required instead to attain certain levels of achievement? Is the present period of compulsory attendance for children aged seven to 15 satisfactory? If not, what should be the period of compulsory attendance?*

3.4

Teacher Professionalism

Teacher professionalism is a matter of concern to school professionals and the public alike because, whatever challenges society poses for schools, it is the teacher who is charged ultimately with the task of converting such challenges into learning opportunities for the young. Indeed, classroom teachers play what is, perhaps, the most difficult and most instrumental role in schooling — a role that calls for dedication and a high level of professionalism.

From a number of perspectives, teaching can be seen as a unique profession and one that carries with it many public, parental, and professional expectations. Within the context of an ever-changing and diverse society, teachers are expected to create and maintain a proper environment for learning, to offer sound instruction, to identify and deal with the special needs of pupils in their care, to counsel youngsters, and to serve as suitable role models for the young. Teachers are also expected to assist in coordinating after-hours, extra-curricular programs which provide pupils with social and physical benefits, and which motivate some youngsters to remain in school.

In addition to these traditional responsibilities, today's teachers also face new challenges arising out of changing patterns of family life, changes in the workplace, and the influence of technological developments. It is apparent that, to meet these responsibilities and new challenges, and to assist pupils in attaining desirable outcomes in schooling, skilled, conscientious teachers are essential.

It is also apparent that, to be effective, teachers must earn a level of public trust which will allow them to undertake their work without undue restriction. To establish and maintain this public trust, teachers

must demonstrate their professionalism, and this professionalism must be monitored by the school system and by the profession itself.

As it now stands, teachers prepare for their work in classrooms by undertaking a period of study in institutions of higher education ranging from three to six years, including a year of professional training. Ordinarily, these preparation programs offer specialization in primary, intermediate, or secondary schooling and demand teacher expertise in two academic or curriculum areas. Preparation programs also include a practicum, or practice-teaching period typically ranging from six weeks to six months. At the completion of such programs in British Columbia, teachers are granted a teaching certificate by the Ministry of Education and assigned a salary-level category by the Teacher Qualification Service, a category determined by length of training and experience.

It is noteworthy that the certification teachers receive does not specify the grades or subjects an individual is permitted to teach. It is also noteworthy that, to be allowed to teach in a public school in British Columbia, a teacher must become a member of the British Columbia Teachers' Federation, an organization concerned with both the economic welfare and professional development of teachers.

While many teachers engage in professional development, no requirements exist for teachers to upgrade their training or qualifications throughout the course of their careers. For those trained in British Columbia, certification is permanent. Provisions are made, however, for in-service training. The Ministry of Education grants school districts five non-instructional days annually for teachers to engage in professional development activities. Opportunities for such professional development are made available by Provincial and local specialist associations and local school districts. Professional development programs are offered at both school and district-wide levels.

Current Provisions and Conditions

- *Teacher organizations are charged with responsibility for economic and professional issues.*
- *No provisions exist for public scrutiny of professional ethics and disciplinary procedures.*
- *Universities control entry and training programs for the teaching profession.*
- *Certification to teach is granted by the Ministry of Education, primarily on the basis of university graduation.*
- *Certificates, once obtained, are for life unless suspended or cancelled for incompetence or misconduct. No requirements exist to maintain or upgrade qualifications.*
- *Under present circumstances, professional excellence can be recognized only through assignment to positions of school administration, or through other special responsibilities.*

"Today's teachers also face new challenges."

Suggested Questions to Consider

36. *Do current training programs for teachers offer adequate preparation for careers in the classroom? Who should set policies for teacher education programs and certification? Are current provisions for in-service or professional development adequate?*
37. *Should professional development or the "upgrading" of teacher qualifications be made a condition of continuing employment? Should teachers be permitted to teach only in the subject and grade areas in which they trained?*
38. *How can teacher professionalism be demonstrated? How can it be monitored and evaluated? Who should monitor and evaluate teacher professionalism?*

3.5

Administrative Professionalism

It is generally held that sound instructional programs depend on effective management and leadership. Professional administration, it is believed, plays an integral support role to classroom activity and does much to influence the quality of instruction and the climate for work and learning inside schools. In British Columbia, professional administration exists at three levels: the administration of the Provincial system is undertaken by the Ministry of Education; school district administration is carried out by superintendents and the other members of the central office staff hired by the school board; the administration of individual schools is the responsibility of principals appointed by school boards on the advice of the superintendent.

"Sound instructional programs depend on effective management and leadership."

The **School Act** and **School Act Regulation**, as well as administrative bulletins, set out the managerial roles and responsibilities for administrators at these levels throughout the system. Principals, for example, are responsible for the management and operations of schools in their care: they determine pupil placement and programs; they assign workloads, schedule classes, and supervise and evaluate teachers; they also supervise pupil conduct and exercise disciplinary authority; and, in addition, they manage school budgets and maintain school records.

As the size and complexity of schools and school systems have grown, there has been much discussion about how to ensure administrative effectiveness and how responsibility and authority should be assigned to the various levels of administration. For instance, questions have been raised about which administrative functions should be centralized or decentralized and whether centralized or decentralized models of administration lead to greater efficiency and effectiveness.

Current Provisions and Conditions

The Minister of Education has a general responsibility to see that in all schools the intent of Provincially elected representatives is met.

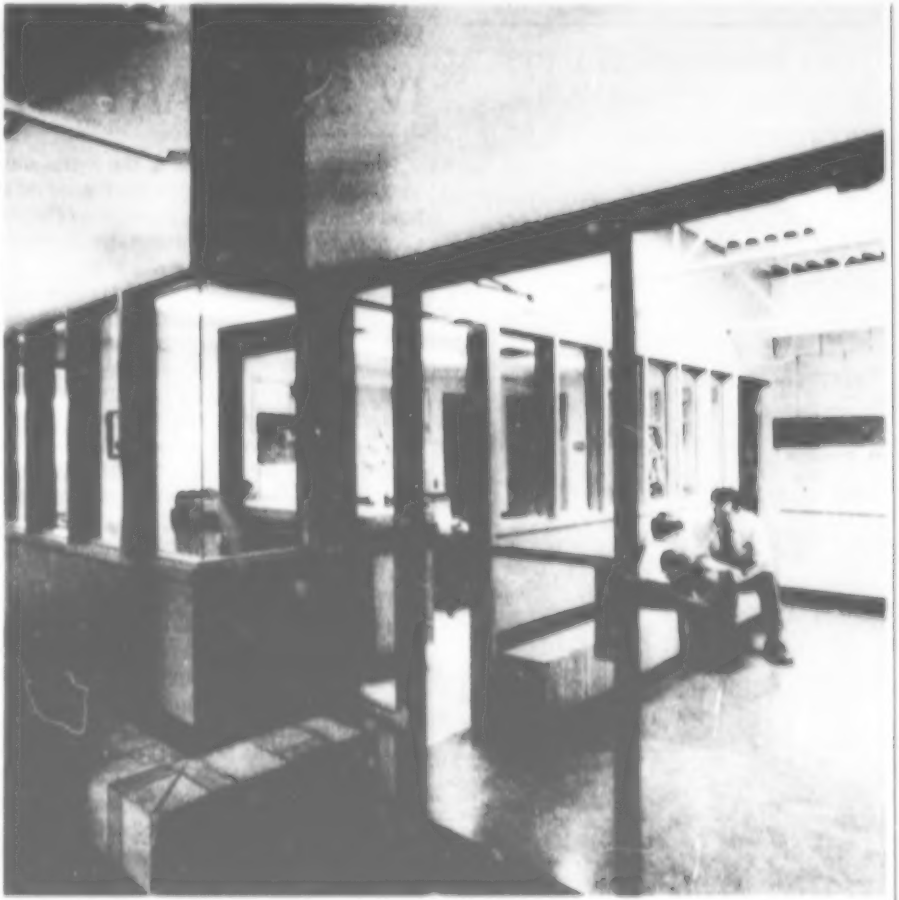
To meet this end, superintendents of schools are given responsibility for supervising all instructional programs in the districts and are responsible to the Minister for attaining standards of public education required by the Minister.

Schools are administered by principals or head teachers reporting to principals.

- *Most principals in British Columbia have at least six years' teaching experience and a post-graduate degree in educational administration or in another area. In general, individuals who become principals have had several years' experience as a vice-principal, an assistant to a principal, a head teacher, or a department head.*
- *Principals are "assigned" to their positions by the school board, usually acting on the advice of the superintendent. This assignment may be on a "continuing" basis or it may be for a specified term. In either case, principals continue to remain "teachers" who are charged with a special role to perform.*

Suggested Questions to Consider

39. *Should school principals be granted greater authority in designing school programs? Or in administering resources allocated to their schools?*
40. *If individual schools have their own school councils what would such a development mean to the role and responsibilities of principals?*
41. *Should school principals be part of an employee bargaining unit? If so, should the bargaining unit be the same one that represents teachers?*



"Our treatment of these subjects, we hope, will promote greater discussion."

IV. SUMMARY STATEMENT

Presenting an overview of the issues and questions facing public schooling is a difficult assignment at best, considering the varied and, sometimes-conflicting views that people hold about the purposes, tasks, and effectiveness of schools. Nevertheless, the Advisory Committee has tried to undertake its assignment by outlining as objectively as it could a framework for discussion which might assist community members, their elected representatives, and school staff in deliberations and debate about the current state of schooling and the directions schools might take in years ahead.

In this discussion paper, we have attempted to provide a context for understanding what appear to be some of the most significant topics in public schooling in British Columbia today. We have examined such matters as the role of schools in society, the goals of education and schooling, school standards, community relations, and the influence of diversity and technology on schooling. In addition, we have looked at legislative provisions for schools and at some important structural elements to do with governance and management, finance, labour relations, parental and pupil rights, and administrative and teacher professionalism. Our treatment of these subjects, we hope, will promote greater discussion between and among school professionals and the public at large in school districts across the Province.

Throughout our work, we have tried to describe the importance of schools to society and the high expectations communities have of schools and of those who work in them. We have also been conscious of the importance of encouraging public interest and participation in schooling. It is the Committee's belief that consequential matters of public policy, such as schooling, should be examined in the broad daylight of public debate, and that our school governance and management systems should be informed by community views and feelings about schools. Such a process, we think, is vital to the well-being of a democratic society.

In conclusion, the Advisory Committee would like to thank the Minister of Education for providing the opportunity to participate in what we regard to be an important assignment. We would also like to acknowledge assistance given to us by the Ministry of Education and by former members of this Committee who generously gave their time and ideas.

NOTES

NOTES

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